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The Playground



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The Playground

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H. M. S. Pinafore. Given under the auspices of Community Service, Walla Walla, Washington, August 1922, at Lakum Duckum, Whitman College Campus. Directed by Howard E. Pratt, Director Whitman Conservatory of Music, and Secretary of Community Service

The Playground

Vol. XVI No. 8

NOVEMBER, 1922

The World at Play

Is Play Serious?—The tear-stained and pleading face of a tiny child attracted the attention of the genial Community Service organizer in Wilkes-Barre, Pa., on the day of the pet show this summer. She tearfully explained to him that she had brought her dog to show as a pet and he had gotten sick and so she had brought her dolly instead but she was afraid her dolly wouldn't get a ticket. Unable to resist such an appeal, considering the circumstances, the organizer, without any objection, tied a ticket on the doll and admitted it to the show along with the rest of the pets, whereupon the cherub of four wiped away her tears and the sun again shone.

Ten-Year-Old Playground Diplomat.—Among the official documents and the neatly typewritten correspondence on the desk of the Commissioner of Public Works in Santa Monica, California, recently appeared a communication in a childish scrawl.

"Dear Mr. Commissioner," it read, "I'm going to ask you to make the tennis court and croquet ground ordinance so that children of 10 years can be allowed to use the things and ask the men who have charge of the things to leave them down there in the horseshoe box so little boys and girls may use them when they want to play.

Respectfully yours,

MARJORIE PIRIE."

Marjorie, aged ten, spends much of her free time on the playgrounds. She had decided that the cause of ten-year-olds, and of children in general, needed championing when it came to croquet. Commissioner Carter asked Marjorie to come to his office and talk over the matter. There she gravely repeated her demands and was assured that they would be met.

"Working in the Vineyard"—A New Interpretation.—A spirit of generosity on the part of many people has provided a community play place for Martha's Vineyard, Massachusetts. The Park which slopes down to a sandy beach,

was given to the town by Mrs. William Barry Owen. The band stand and the seats around it were built by volunteers in the late afternoons and early evenings, the women of the town each night serving a free supper to the workers.

Through the same spirit of generosity the entertainment on the playground has also been provided, for the many people of note who visit the Vineyard are promptly pressed into service to give of their talent. Band concerts and fireworks vary the programs.

For the children there are play swings and sand gardens and a baby group in charge of a Red Cross nurse holds sway in the park each morning.

Through the provision of this community play place the summer life of the whole Vineyard has profited.

Milwaukee's Summer Play Program.—"Saw and hammer, scissors and needle, spoon and kettle should be added to bat and ball in order to have a well-balanced vacation program," is the idea of Milwaukee playgrounds. Hence there were summer playground classes in manual training, coping saw work, sewing and fancy needlework and elementary housewifery. Little Mothers' Clubs were formed, nurses from the Health Department conducting classes in child care at eight schools.

Water sports as well as track and field activities had a prominent place on the schedule of special athletic events. They included swimming and canoe meets, a Venetian Night and a Marathon Day, with races for swimmers, canoes and motorized canoes.

The playgrounds were open evenings for employed boys and girls and for men and women. "Come off the porch! Be a neighbor!" urged the playground publicity. "Make the playground a family and neighborhood recreation center!"

Church Lawns Become Playgrounds in Meridian.—Instead of the "keep off the grass"

aspect which has characterized the church lawns of Meridian, Mississippi, in the past, one may now see the merry, smiling faces of boys and girls playing games and running relays on the grassy lawns, or listening with bright eyes and flushed faces to the stories which the "play-ground lady" tells. Passersby stop and, as they watch, their serious faces and knitted brows broaden out into a smile. The play spirit has extended even to the older members of the young people's societies who now finish up their more serious programs with games planned by the leaders.

Lowell's Street Playgrounds.—Because of the lack of neighborhood playgrounds in Lowell, Mass., in 1920, sections of certain streets were closed and roped off between the hours of 6 and 9 in the evening; experienced playground supervisors were employed by the Chamber of Commerce, and during July and August these street playgrounds were attended by over 10,000 children between the ages of 5 and 12. Because of their success they were again continued in 1921 with an attendance of 15,000 children.

The results have been very satisfactory. During the two months of the two years since these playgrounds have been opened no child has been injured by automobiles near the playgrounds and ten new small playgrounds have been purchased by the city and turned over to the Park Department. Moreover the City Council has recently approved an appropriation of \$59,500 for five new playgrounds, making a total of 43 parks and playgrounds for Lowell, comprising about 180 acres of land in all.

A New Playground in Sarnia, Canada.—The Chamber of Commerce Luncheon Club of Sarnia, Ontario, Canada, has not only concerned itself with the raising of approximately \$1,000 for the equipment of a new playground which it presented to the city last summer, but it has taken a very active interest in the activities of the playground. A number of the members of the Luncheon Club assisted in installing the apparatus and forty members were on hand for the opening of the playground.

Clean Out the Scrap Bag!—When the summer playground season opened in North Adams, Massachusetts, local housekeepers were asked to contribute odds and ends of household goods for playground use. "Some of the household articles, often discarded, which the playgrounds

can use are worsted, yarn, cotton, and woolen cloth, silk, ribbons, velvet, lace, dress braid, denim for bean bags, silkalene, embroidery silk, knitting cotton, railroad canvas, scrim, raffia, reed, scissors, empty spools, pencils, crayon, kid glove tops for penwipers and purses, cambric or linen for scrapbooks, discarded dolls, games, tennis racquets, balls, colored beads, pins, needles, magazines and picture books."

Unique Radio Activities.—Community singing led by radio is a common occurrence in Seattle, Washington. The practice began there this year during a reception given to Marshal Joffre, when the musical director for Seattle Community Service sang through the radio telephone for groups gathered around loud speakers in all parts of the city, each group joining in the songs under the leader's direction.

A Tennis Court for Ninety-five Cents.—Ninety-five cents for nails was the complete cost of a new tennis court in Aberdeen, Washington. It's simple when you know how. The ground was donated and local merchants gave all the material. The work was practically completed in one evening by members of the Active Club, recently organized by young business and professional men.



Shower Baths for the Children of Vienna.—

Vienna's children, like the children in many American cities have this year had an opportunity through action of the Austrian Junior Red Cross representative, to enjoy shower baths in the crowded school districts. So great was the desire for cleanliness inculcated by the junior Health Game in the schools that more than 2000 children took advantage of the baths each day. Soap, handbrushes and wash cloths were supplied by the Junior Red Cross.

How Palo Alto's Municipal Swimming Pool Came to Be.—

The old adage "Where there's a will there's a way" was demonstrated in the construction of the municipal swimming pool of Palo Alto, Cal. The manager of the city water and electrical works, being interested in community welfare, suggested that the hot water surrounding the machines should not be wasted and offered it for a swimming pool. The city had no money but the city engineer had the will to have it done and found a way. By taking a little time from one street and then from another, in order to use city labor, a splendid circular pool was built in two years' time. Rough but attractive red wood dressing rooms were provided. By acting as life guard and general attendant at the pool, a swimming teacher is allowed to use the pool for giving private lessons. There is no cost to the city and the city charges no entrance fee. Crowds use the pool each day and its popularity has grown so rapidly that picnic parties come from as far as San Francisco to use it. It has become necessary to build a fence around the pool and charge a small fee to all non-residents of Palo Alto. These fees pay for the gate keeper. All local citizens may secure free passes from the city hall.

Outdoor Dancing in Hartford.—Hartford, Connecticut, has already acquired fame for its outdoor dancing pavilions. On July twenty-ninth a new floor with ample room for 320 couples was opened on the east side of the city. The pavilion at Colt Park last year provided recreation for more than 200,000. The conduct of the pavilions under the watchful attention of the Park Department has won general approval throughout the city.

Elks' Club Helps the Boys.—The Men's Service League of the Elks' Club of Omaha, Nebraska, held a Father and Son banquet on Feb-

ruary 12, at which 673 men and boys were present.

On August 5, the Social and Welfare Committee of the Club gave a picnic and outing for the neglected boys of Omaha. Forty-five hundred boys were present and the generous merchants of Omaha donated supplies for the dinner and a gift for each boy such as a baseball bat, glove, balls, mouth organs, and fishing tackle.

Free moving pictures were shown at the auditorium where the boys met until all were lined up to start for the Park. Mr. Ira A. Jones Director of Physical Education in the Public Schools conducted games for the boys and awarded eighty-eight prizes to the winners of the various events.

A Playground for Klamath Falls, Oregon.—

A new method of raising money for a playground was "tried out" successfully by the Chamber of Commerce in Klamath Falls, Oregon. The committee in charge of the project decided upon the equipment and ordered it and then set about to raise the money to pay for it. Letters were sent to various organizations in the community asking for contributions. There was a splendid response, especially from the women's organizations but there was still a deficit, so a "back to nature" ball game was arranged. The players were composed of bank presidents, heads of department stores, retired business men and others who had been athletes, all attired in burlesque costumes. All the stores closed at 4 p. m. A big parade started the excitement and the \$250 taken in completed the playground fund.

A New Park for Lafayette, Indiana.—The Rotarians of Lafayette, Indiana, like to see the children enjoy themselves and in order to provide more space where they may play they have provided a park five acres in area with playground apparatus, a baseball diamond, a swimming hole and a clubhouse. One of the Rotarians, Mr. Edgar Goldsberry, offered to donate the land and the cost of the foundation if the Rotarians would erect the clubhouse. From the other Rotarians he found ready support. The clubhouse is 84 x 54 feet with two large porches, big open fireplaces both outside and in the main hall, acetylene lights, running water and other conveniences. In the river the fishing is good and the shallow part offers an ideal swimming hole. The two trustees appointed by the club have general charge of the park.

A Name that Fits.—Turners Falls, Mass., adds itself to the ranks of communities which have built playgrounds through volunteer effort. A work day on Saturday, September 16th, brought out many prominent, and less prominent, people of the town who worked together as common laborers to make Unity Park into a playfield for the people of the community. The project was a fine example of cooperation. The park now well deserves its name.

Per Capita Recreation Cost Lowered.—Detroit's recreation system last year cost just five cents for each person served. The attendance at the various recreation centers during the fiscal year ending June 30th was about six and a half million, of whom forty-five percent were adults. The year before the per capita recreation cost had been a little over two cents more. The decrease was due to lowered cost of supplies and to an increased attendance of approximately two million. Water sports are the most important item on Detroit's summer recreation program, and the city's annual aquatic carnivals are events in recreation history.

White Way Pageant in Middletown.—A queen waved her wand in Middletown, Ohio, not long ago and myriad city lights blossomed. She had been chosen for the opening ceremonies of Middletown's new white way by a newspaper voting contest. Father Middletown in Colonials of white and silver conducted her to a throne above the cheering crowds and crowned her with a silver circlet, appropriately glittering with tiny electric lights. The spirit of Middletown in the rainbow dress of promise summoned the Joys of Achievement and the Spirits of the city's various industries. Following the ceremony, the city held carnival with street dancing, roller skating, and contests.

Municipal Golfers Rejoice.—The nine hole municipal golf course of Bridgeport, Connecticut, has a chance to grow to eighteen holes through a gift to the city by the Wheeler family of one-hundred acres of land to the north of the present Beardsley Park course. The Park and Recreation Board of the city has been making preliminary surveys of the new land, preparatory to clearing it.

Accommodating the eager golfers who throng the course is one of the chief problems of the Park and Recreation Board. There is a daily

average of 150 golfers on week days and from 250 to 300 on Saturdays and Sundays. The course is noted for its scenic beauty. Hartford, Bridgeport's neighbor city, has a new eighteen hole municipal course, and a home and home tournament between the two cities arouses great enthusiasm.

"World Series" in Greenville.—Unlike the baseball event that looms large in national headlines, the "world series" conducted by Community Service of Greenville, South Carolina, did not exploit the star system. No more than two grammar school league players and no high school players were allowed on any team. Groups of just ordinary baseball fans from ten to fourteen were recruited from streets and backyards, and brought to the playgrounds. One hundred and twenty-five of them were organized into leagues and given a chance to play the game before the public eye.

The city's grownups followed the juvenile world series with great interest. Pennants were awarded the winning team of each league, and the pennant holding team playing the best two out of three final games received a cup. The games were conducted in truly professional style. Official score was kept. The daily papers wrote up each game and once a week printed the percentage standing of each club, with number of games played, won and lost.

The players decided they wanted Indian names for their leagues, so it came about that the tribe of "Songan," meaning "fight" and the tribe of "Mojag," meaning "never quit," met in sportsmanlike combat. Greenville playleaders were especially enthusiastic about the brand of sportsmanship the leagues developed.

Comic Strip Folks Visit Playground.—Playground festivals in Bluefield, West Virginia, have been real neighborhood occasions. More than two hundred neighbors gathered at the north side playground to see "the greatest show on earth." Characters dear to the heart of childhood had stepped out of the Sunday comic section. There was the Katzenjammer family, including the mischievous Hans and Fritz, and there were Charlie Chaplin, Perry Winkle and other favorites. The playground tumblers delighted their audience with an exhibition of high and fancy tumbling. The climax was reached when the Brown family staged an old fashioned Virginia hoedown with large slices of watermelon. There was

community singing and candy and ice-cream had been furnished by neighborhood donation.

The East end playground's festival featured a play and pantomime, with folk dancing. The West end playground gave a review of the family photograph album, which had to be seen to be appreciated.

Annual Playgrounds Outing in New Orleans.—Twelve of the trees in City Park, New Orleans, were marked with names one afternoon in late summer. They were the gathering places for cohorts from twelve city playgrounds, who joined in the second annual playgrounds outing directed by the City Playgrounds Commission. Baseball games—a single and a double header, were on the program, also races of all kinds, music and dancing. A watermelon eating contest proved the fondness of Louisiana children for this juicy fruit. The playgrounds outing is now a fixed annual affair and the children are beginning to look forward to it as one of the important dates on their vacation calendar.

Allentown's Playground Children Romp for the Ninth Time.—For the Ninth of the Series of Annual Romper Days for which Allentown Pennsylvania has become famous, the School Board, the City Counsel and the Allentown Playground Association united in the presentation of the programme and General Harry C. Trexler again acted as host, providing conveyances for the children to and from the grounds, and refreshments for the crowd.

Five thousand boys and girls gave a splendid program of games and dances for the entertainment of 11,000 people, many of them leading citizens of Allentown. The events were conducted according to schedule and finished fifteen minutes ahead of the time set. After the events, refreshments were served to the entire 11,000 in attendance.

"Hurrah for Allentown, Pa."—The Allentown Record gives the City Recreation Commission and the Recreation Supervisor, Richard J. Schmoyer, a boost for their work in sponsoring the city baseball league which has this year been larger than ever before, comprising 46 teams, with over 1000 players taking part in the games. The league took care of all the players in the city, the school boys forming the junior division of the League. The spirit of competition has been keener than ever before and the spirit of sportmanship finer.

Winter plans have already commenced. Forty teams have already been lined up for the basketball league and sixty teams for the bowling league, and there is a strong possibility that more may join later.

The Allentown-Reading Playground Day.—One of the most exciting things which has happened to the children of Allentown and Reading, Pa., for some time was the huge Inter-City Playground meet held in the City Park of Reading in August. Possibly it was most exciting to the children of Allentown for they had the pleasure of the journey to the city of Reading—2000 strong—in 100 autos and 25 trucks. However Reading met them half-way in 50 automobiles to conduct them to the City Park and there 1000 children gave them a rousing welcome. The mayors of both cities attended as interested spectators. Games of playground ball, basketball, quoits, field hockey, volley ball and tennis, a tug of war, track events, and folk dancing demonstrations made up the program. A fine spirit of sportsmanship was shown during the day—everyone enjoyed it—and both Allentown and Reading agree that the event should be repeated at least once and possibly twice a year.

"Old Man Bad Habit" Burned at Stake.—All Towanda, Pennsylvania, gathered on a Community Fun Nite to watch the cremation of a lumpy, straw figure, known as "Old Man Bad Habit." He was covered with slips of paper, each bearing a written confession of some troublesome habit, which old and young had been asked to bring and pin on his overalls. Everybody joined in games, and when it grew dark a match was touched to the old man. Several hundred bad habits went up in flames.

Wilkes-Barre Rivals Barnum.—A circus with an all-playground cast delighted thousands at Kirby Park, Wilkes-Barre, Pa. It was a regular three-ring show with all the accompanying atmosphere of hot dogs and peanuts. The clowns had original stunts that outclowned Marceline. There were trained bears, an elephant and performing seals which seemed to be strangely human.

Girls in red, white and blue ballet costumes danced charmingly. Sailors did the hornpipe and Indians did a sun dance, and there were Irish and Lithuanian dances in costume. Acrobats, cowboys and wild men and women also performed. One of the features of the show was

the "living statues" with white costumes and marble-white makeup. They illustrated various phases of playground work in tableaux.

Parade for Community Service.—Auburn, New York, children expressed their enthusiasm over the playground season the city had given them through a parade. At intervals along the line of march banners like this appeared—"Better citizens for Auburn. Boost Auburn Community Service," "We've enjoyed the community playgrounds. Help us get winter sports," "Let's get a band in Auburn."

The procession looked like a circus turned loose, because there were prizes for the best dressed Indian, soldier, sailor, gypsy, clown and historical character. There were also prizes for the funniest character, the best dressed blackface and for boys dressed as girls and girls as boys.

Dolls were displayed by little girls and push-mobles and tricycles which had been artistically decorated stood a chance of getting a prize.

Music for Minneapolis.—Minneapolis believes in providing plenty of music for the people of that city. In connection with the band concerts which are given in fifteen neighborhood parks the city is conducting community sings which are attracting much attention. A prize was offered by the *Daily News* last year for the park showing the best record attendance and zeal. This year the contest is on again and in addition to the banner offered by the News, Pres. Harding has written a letter which will be framed and presented to the winning park. The Secretary of the Board of Park Commissioners, J. A. Ridgway, says: "In these trying times of political and class strife this seems to be a pleasure in which all classes in a community can participate with enjoyment."

Negro Spirituals in Fort Wayne.—Fort Wayne, Indiana, recently had an opportunity to enjoy a new musical experience in listening to a program of negro spirituals sung by the Colored Community Chorus of Fort Wayne in the city park. The chorus of fifty or sixty colored people was formed as a result of the work of a special organizer of musical groups sent by Community Service among the colored people in Fort Wayne to stimulate interest in music. Three thousand people were present at the park for the concert; the harmony and blending of the voices was remarkable and the pro-

gram made a great impression upon the audience. A musician and a vocalist who attended said of the concert:

"I have never before, in all my life and experience as a singer of these songs in all parts of the world, seen such a heart hunger and appreciation of these songs as manifested by this gathering. All activities in the park were closed down; the people stood or sat as silent as death, hats off and in deep meditation akin to reverence under the spell of the music and words of such sacred Negro Spirituals as *I'm Going to Lay Down This World and Shoulder the Cross and Take it Home to Jesus, Ain't that Good News?* and *I Want to Be Like Jesus in My Heart.*"

Stories of All Nations.—The official storyteller of the Recreational Association, Wilkes-barre, Pennsylvania, wears a new dress every week. One week she may be Irish, the next Indian, and the next very Welsh in a flaring skirt and a hat like a Hallowe'en witch. Each week she tells the children folk-stories of the land she represents.

Stories to Burn!—The children of Elmira, N. Y., "had their fill" of stories, for once at least, when the Storytelling Festival was held under the supervision of Community Service in that city in August. The children of the playgrounds were dressed to represent storybook characters and each playground carried its own banner to distinguish it from the rest, a prize being offered for the best design. All marched through the streets to the Park where the festival was held and there they acted out a delightful little pageant written by Pauline Oak, in which they told the story of "The Dearest Wish" to the many spectators who were present to witness the joy of the youngsters.

After the pageant the supervisors of all the playgrounds, assisted by the volunteer storytellers, amused the hundreds of children with all types of stories. Posters indicated the places at which certain types of stories were being told, as—Fairy, Indian, Nature, Japanese, True, Ghost, Mother Goose, Animal—and each child entered the group which most delighted his fancy.

Broadcasting Recreation.—Each month, writes Prof. Guy S. Lowman of the Department of Physical Education of the University of Wisconsin, a short article is prepared on some phase

of physical education or play and is sent out through the broadcasting station of the University.

Might not this great educational course be used more extensively in the interest of recreation?

Training Course in Philadelphia.—A two years' evening training course in the fundamental principles of physical education will be given by the Division of Physical Education, Board of Public Education of Philadelphia, Pennsylvania, starting October 24th. This course will take up the theory of organization and administration, the philosophy of play and in addition much practical work will be given. There is room for only a limited number of applicants. The fee is \$10.00 for those who are not teachers in the Philadelphia Public Schools or students in the normal training school of the Board of Public Education.

Unique Officials.—How would you like the title of picnic director? This office has recently been created by the Woman's Community Council of Minneapolis, and the lady who has received the title will be loaned to mothers to play with their children and relieve them for a time of responsibility. Her equipment will consist of baseball bats and balls and various kinds of equipment for relay races and other games.

Another office of interest is that of swimming instructor appointed by the Cleveland Girls' Council for their camp. Those who cannot swim wear red caps in the pool and blue and green caps stand for certain degrees of proficiency in swimming. By these caps bobbing on the surface of the swimming pool, the swimming instructor is able to safeguard all those who take part in water sports.

Recreation for War Veterans.—Eleven

resident vocational schools conducted by the United States Veterans' Bureau now have recreational facilities supplied by the Red Cross. They are located in New York, Pennsylvania, Maryland, North Carolina, South Carolina, Mississippi, Texas, Ohio, Illinois, Nebraska and California.

The vocational students fall largely into two special groups—the neuro-psychiatric and the tuberculous. This means that fine distinctions as to the character of recreational facilities must be drawn. Each school has a qualified director of physical training who supervises recreational activities. Standards of uniform equipment have been established, but they allow of modification to meet special requirements.

For indoor recreation the usual quiet games are provided, also gymnasium and basketball material. There is outdoor equipment for tennis, croquet, golf, baseball, football, handball, and track and field sports, as well as fishing tackle, canoes and rowboats.

The Red Cross has set aside a fund of \$175,000 for the purpose of purchasing this equipment. Uniformity in the administration of the fund is secured through an advisory committee of three members, one from the Veterans' Bureau, one from the Red Cross, and the third, a recreation expert, selected by the two organizations.

Federal Citizenship Textbook.—The Bureau of Naturalization of the United States Department of Labor has recently issued part 1 of a Federal Citizenship Textbook to be used as a course of instruction in the Public Schools by the candidates for citizenship. Part 1 is entitled *English for American Citizenship* and contains a number of lessons for beginners and students in the intermediate grades. The lessons are so arranged that the teaching of English is closely coordinated with lessons in citizenship.

The purpose of a national organization should be to make the experience of the best become the experience of all.—RICHARD MORSE

Play's the Thing

A Symposium of Opinion from the Ninth National Recreation Congress Atlantic City, October 9th to 12th, 1922

Auspices of the Playground and Recreation Association of America and Community Service

JOHN BEARDSLEE CARRIGAN

Bow to Babylon, read the message of the glatant skyline of Atlantic City, penciled with barbaric grandeur by swollen domes and the princely parapets of vast hotels.

But two men played leapfrog on the Boardwalk and their laughter was sweet with the echo of unforgotten childhood.

The human tide that ceaselessly sweeps up and down this famous ocean promenade paused in startled wonder. Symbols are bewildering and never was contrast more startlingly displayed between the colossus of commercialized recreation and the simplicity of play.

Just an incident—a moment in the hundreds of crowded hours which eight hundred busy men and women from every corner of the United States devoted to the problem of sufficient and and proper play for America through a great recreation clearing house, the Ninth National Recreation Congress, which was held in Atlantic City October 9th to 12th, under the auspices of the Playground and Recreation Association of American and Community Service.

Nor were these two men the only delegates who demonstrated their own pleasure in the practice of their preachment. It was an earnest, crowded program which they shared. There were 47 meetings and 169 scheduled addresses, with nu-
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merous special conferences, impromptu discussions and improvised committee meetings in addition. Nevertheless time was found for play. In recesses on the Boardwalk, the beach or in the hotels, Mrs. Thomas Edison, Mrs. Francis de Lacey Hyde, Joseph Lee, Gustavus Kirby, Otto Mallery, and hundreds of other delegates frolicked

in the gayest of games and singing, under the dynamic leadership of Miss Elizabeth Burchenal, chairman of the American Folk Dance Committee, Peter W. Dykema, music authority of the University of Wisconsin, Kenneth S. Clark of Community Service and others.

Significant of the development of the American concept of play was the recognition accorded drama, art and other forms of culture, as integral parts of the nation's new play program. Most enthusiastic were the receptions accorded Dr. George Pierce Baker, dramatic authority of Harvard University, Lorado Taft, the famous American sculptor, Peter W. Dykema and Archibald

T. Davison, associate professor of Music of Harvard University.

It was six years ago that the last Recreation Congress was held at Grand Rapids, and since 1916, in spite of the intervening war, wonderful progress was reported in the growth of the recreation movement. Today there are 4,584 play



The President and the Treasurer Play Leap Frog

centers in 502 cities, employing 11,079 play leaders, and with programs financed by \$8,858,769. In 1916 there were 171 cities reporting recreation activities with 7,122 play leaders, and budgets totaling only \$4,200,000. In 1916 property valued at \$276,900 was donated for recreation and in 1921 this sum had risen to \$1,182,700.

Since this last Congress the Playground and Recreation Association had also done its big war job by creating War Camp Community Service for the Government. Out of this new national movement had grown Community Service, the national movement for development and stimulation of community life. From the startling war time discovery that one-third of all American boys examined by draft boards could not measure up even to lowered standards of physical efficiency has also come the creation of the National Physical Education Service, which is fighting this national menace through legislation.

The most practical boost for non-commercial recreation was brought out by Jay Nash, recreation director of Oakland, California. "It is cheaper by far to pay taxes for municipal recreation than to buy expensive commercial recreation, and play is thereby made available to all," he said. "Tennis costs but 7 cents a game, baseball but 8 cents, swimming only 10 cents, volley ball 3 cents, golf 25 cents, dramatics 4 cents and apparatus play for children but 1 cent a play.

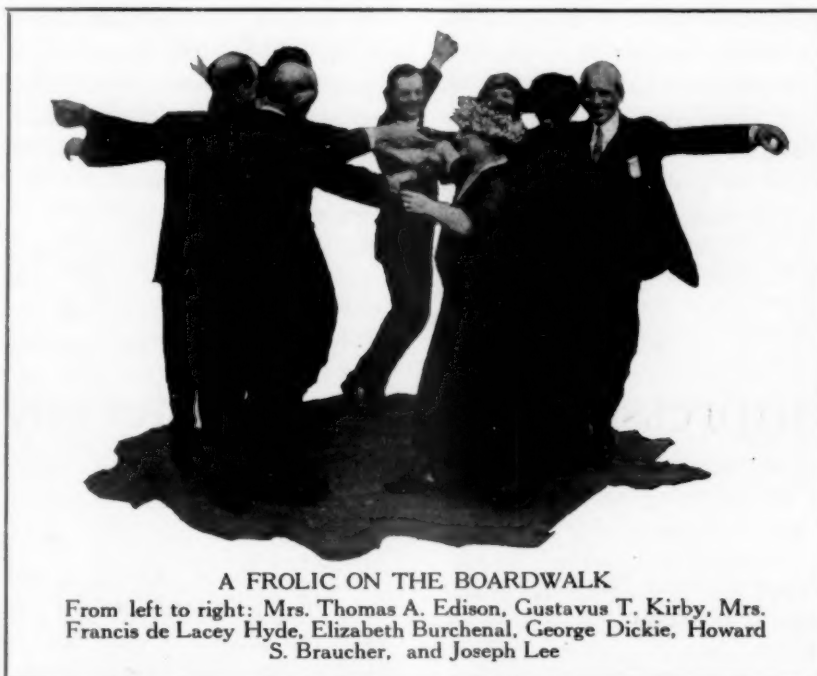
"In contrast," he pointed out, "commercial recreation requires on an average: for movies, 30 cents; baseball, 35 cents; dances, \$1.50; pool, 60 cents; bowling, 75 cents and theatres, \$1.25 for similar play periods.

"Yet in Oakland, and similar figures are true for the entire United States, only 34 cents is spent per capita for playgrounds and 36 cents for parks, while each citizen spends on an annual average \$21.85 for expensive forms of commercial recreation. Such figures indicate the vast economic waste of failing to develop more fully the possibilities of municipal recreation."

In contrast to the small amounts now spent for playgrounds and parks, Mr. Nash pointed out that \$12 per capita was the cost of California's prison system. "Only a few cents per capita is being devoted to guard boys and girls against unhealthy use of their leisure time, yet this is the greatest

single contributing cause to criminality, insanity and physical unfitness," he said.

"Every child should be exposed to art and recreation," said Joseph Lee, president of the Playground and Recreation Association of America and Community Service. "The big task now before



A FROLIC ON THE BOARDWALK

From left to right: Mrs. Thomas A. Edison, Gustavus T. Kirby, Mrs. Francis de Lacey Hyde, Elizabeth Burchenal, George Dickie, Howard S. Braucher, and Joseph Lee

recreation experts is to implant games and songs in the hearts of the people rather than institutions. The game of baseball has made a playground out of every street. Experts in simpler games should meet like experts in football to establish a technic. The duffer and the sub-duffer must be given attention, not only the first class athlete."

Mr. Lee prophesied a great renaissance of the arts of leisure in American because such a large measure of free time is now provided the American people, and because present working conditions leave strength with which to enjoy and capitalize it. Mr. Lee insisted that fathers be "rediscovered" as factors in home life and that some home recreation be provided for them. "There

is a great deal in fathers if it can only be brought out."

"You cannot have sound and moral citizens unless you have physical fitness, was the declaration of former Governor of Pennsylvania, Martin G. Brumbaugh. "Seventy-one per cent of all the criminals now confined in institutions throughout the United States are of juvenile age," he said. "This startling condition is due to the lack of proper physical training of children while they are attending school. Not only does physical training promote personal hygiene, it develops moral character as well. No system of education which does not train the body can properly train the mind." Governor Brumbaugh pointed out that only ten percent of the school children of the nation now receive physical education.

"Nothing can compensate a nation for the loss of the amateur spirit," said Arthur Pound, author of the *Iron Man*, and an editor of the *New York Evening Post*. "Lesiure is not a boon granted to workers but an opportunity for making some-

thing vital out of their otherwise mechanical existence. The only sort of welfare work I believe in is community welfare work."

"Dwellers in congested cities must have vacation outlets and no modern city dare omit provision for them," was the contention of Major W. A. Welch, general manager of Palisades Interstate Park, New York City's great natural playground.

He said that state and national parks in the immediate vicinity of great centers of population are increasing in number and popularity.

"You must not absorb all of our city park space for play," was the warning of Mrs. John Clapperton Kerr, president of the League for the Protection of Riverside Park of New York City. "The park is not a playground and the playground is not a park. Cities must have some safety devices to protect them from the bombs of exploding nerves. We live, work, eat and sleep in the midst of crowds. We are entitled to some space in which to play."

Impressions of the Conference

JOSEPH LEE

My first impression is of the distance we have travelled from play as policeman to play as liberator—from play "to keep the children off the streets" to play as an essential means of life. And that does not wholly say it. The selection of Davison, Dykema, Baker, and Lorado Taft—representatives of three great forms of art—and their enthusiastic reception among our leading speakers, shows the distance we have advanced from the idea of play as merely "body-builder"—useful auxiliary to the devout muscle-man, a sugar coating to the kalisthenic pill—to play as the successful expression and means of incarnation of the soul. We have to a great extent reversed the old order and look for life and health to come to us largely from within.

Second, I was struck by a corresponding catholicity of means employed. We stick far less closely to the playground—though our improvement in playground technique goes steadily for-

ward—and look for our resources in the home, the church, the street, the camp, the mountains and the woods. I think we are looking more to education—are realizing that if you teach the citizen to see the sunset and the stars, the beauty that is accessible to every man, you have given him a larger freedom than that of any city park.

Finally, and most important of all, I was struck by the surer knowledge, the confidence in their work and in themselves, the authority and sureness of the workers. It was not the self assurance of the quack or theorist. They spoke like men who had seen and had themselves achieved results and had learned to estimate their methods by that test—not cock-sure, but confident that they knew something and were going to know more—professional in short, with the respect for themselves and for their calling that such experience alone can give. I feel that in the existence of such a body we have our best—and I believe a very bright and happy—assurance for the future.

The Humors of Community Dramatics

KENNETH S. CLARK

Now that community dramatics—or, at least, one phase of it—has been satirized, it may be said definitely to have “arrived.” The phase in question is the Little Theater movement. In the dawning of the present theatrical season in New York, one of the high lights was the presentation of a play entitled *The Torch Bearers*, written by a young actor, George Kelly. The latter soon became the focal point of a mild whirlpool of discussion, the subject of which was: “Is *The Torch Bearers* an attack upon the Little Theater movement?” Some justification for such an inquiry was found in the manner in which the piece was billed by its producers—as a “satirical comedy.” Evidently the author felt that the friends of the movement were asking him the tacit question, “Are you for us or against us?”, for he shortly declared himself.

One interviewer, Alison Smith, of the *New York Globe*, began to compliment the young playwright upon the hilarious humor of the first two acts, whereupon she found his thoughts concentrated upon the less admired last act in which he had unmistakably placed a “message” in the mouth of one of his characters. Speaking of the reviewers, Mr. Kelly is quoted as saying:

“They said the last act was an ‘afterthought’ written to placate the Drama League and the Theater Arts Magazine. As a matter of fact, it was the whole reason for the play’s existence. If I didn’t believe so strongly in the Little Theater movement, I couldn’t have written the play. You have to get awfully mad at something you are fond of before you can work yourself up to the point of burlesque. I believe that the interest in amateur theatricals is one of the healthiest signs in the small towns today, but again and again I’ve seen this interest exploited by Main Street social leaders or by half-baked elocution teachers like Mrs. Pampinelli. My whole attack is against them and not the Little Theater movement, and I had to take the last act to say so.”

“Mrs. Pampinelli” is the director of the amateur players in this play. Mr. Kelly told the present writer of one way in which her frequent existence in real life had been brought to his no-

tice. He has for five years been acting in vaudeville in playlets of his own authorship. In various cities some of the local people approached him with requests that he give permission for the use of his current play by their dramatic group. In the course of such interviews Mr. Kelly would ask how the work was getting on. In many cases (to put it mildly) the reply was a confidential one to the effect that things had gone well at first and they had brought in a talented director from another city, but that a Mrs. So-and-So who has social prestige, became jealous of his authority and eventually “ran him out of town.”

So much for any serious motif (need there be one in a comedy?) that may underlie the play. Of plot, it has but a minimum supply, if any. A business man reaches his home after a trip and finds his wife entrusted with the principal role of a one act-play. The first act is taken up with the final rehearsal, in which his wife’s acting proves so terrible that he faints away, recovering from his attack only in time to attend the actual performance on the next evening.

We see the performance from behind the scenes in the second act, but the husband witnesses it among the phantom audience, until he is again overcome. In the final scene he tells his wife that her acting was criminal and he forbids her ever to “act” again. The objections of Mrs. Pampinelli at length bring forth from the husband the aforementioned “message.”

This bald statement of the story gives no inkling of the comic skill with which the humors of amateur theatricals are depicted. And who of us has not had some contact with them? As Alexander Woolcott of the *New York Times* said in his review of the play, “There is said to be a morbid, sardonic old man living in Unadilla Falls, N. Y., who never appeared in amateur dramatics. But with that single exception,” and so on.

A few quotations from the actual dialogue, reproduced by the Author for *THE PLAYGROUND*, will best describe the play to the reader. For instance, the featherbrain leading women is speaking to her husband of Mrs. Pampinelli.

Mrs. Ritter: "No, she doesn't take any part; she's just in charge of everything. Kind of a directress, I suppose you'd call it. Tells us where to go, you know, on the stage so we won't be running into each other. (He laughs) Really, Fred, you have no idea how easy it is to run into somebody on the stage. You've got to know where you're going every time you move."

And again:

Mrs. Ritter: She's tremendously clever about this stage business, I don't care what you say, You just ought to hear her talk about it some time. Now, the last rehearsal we had, over at her house, she spoke on technique in acting as distinguished from method. You have no idea how interesting it was."

The wife of the play—its chief emotional part—is rehearsing a tense scene with her husband. She seeks guidance of the directress:

Florence McCrickett: "Don't you think she'd cry there?"

Mrs. Pampinelli: "Do you want to cry there, dear?"

Florence McCrickett: "No, but I can if you want me to."

Mrs. Pampinelli: "No, dear, it seems to me she is speaking there more in anger than in sorrow. You see, dear, you are impersonating here a wronged wife. Now, you yourself, Florence darling, are an unmarried girl; it is very difficult for you to realize how excessively annoyed with her husband a married woman can become."

We also see the book-trained dilettante directress revealed in this speech:

Mrs. Pampinelli: "Listen, Florence dear: I want you if you can to make just a little bit more of that last line there, within the limits of the characterization, of course. But if you can feel it, I want you to try and give me just the barest suggestion of a tear? Not too much; but if you can feel it, I want you to show that under all her courage and her threatening, she is still a woman—and a mother. Do you see what I mean, dear?"

So much for the rehearsal scene, which Mrs. Pampinelli permits to proceed amid a rattle of chatter from the side-lines and in which she exposes her own ineptitude as a director by various sins of commission.

We hear her continue her didactic expounding of the "dramma" behind the scenes in a resound-

ing tone during the performance. The villain and the directress discuss the art of gesture thus:

Mr. Twiller: "I've got to put in a lot of work on my gestures; they're bad I know."

Mrs. Pampinelli: "Well I wouldn't exactly say that your gestures were bad—I think perhaps—"

Mr. Twiller: "I think I try too hard to be natural."

Mrs. Pampinelli: "That is exactly what I was going to say. I think perhaps your gestures are in a way—too natural. (laughs) Of course that is a very virtuous fault; but then it isn't pretty, is it?"

Mr. Twiller: "No, no."

Mrs. Pampinelli: "And after all the function of art is to be pretty, is it not?" (Floating gesture. He attempts to mimic)

Mr. Twiller: "I don't seem to be able to get that the way you do."

Mrs. Pampinelli: "It's merely a matter of experience. But when you've been in the work as long as I have, Mr. Twiller, you will realize that the bird's wing gesture is the only gesture."

The mild-mannered young man who plays the office boy swoons after making an exit midway in the course of the piece. Whereupon:

Mr. Hossefrosse: "What happened to Teddy? Did he get sick out there?"

Mrs. Pampinelli: "No, no, just a little reaction. He gives so much to the scene. He doesn't understand emotional conservation yet."

We get an after-glimpse of the travail of the actual performance from the recriminations in the final act during which the scoffing husband mocks at the crudity of the production. An unconscionably long stage wait has occurred and Mr. Ritter seizes upon it as one mark for his attack:

Mr. Ritter: "Why didn't one of them say something?"

Mrs. Pampinelli: "What could they have said under the circumstances?"

Mr. Ritter: "Why, any commonplace."

Mrs. Pampinelli: "One cannot be commonplace in high comedy."

Mr. Ritter: "Was that what it was?"

Mrs. Pampinelli: "What did you think it was?"

Mr. Ritter: "You tell her, Nellie; I haven't got the heart."

And then again later:

Mrs. Pampinelli: "It was Mr. Spindler's fault. He promised to attend to the various properties and he did not attend to them. There was supposed to be a pen and ink on the desk for Mrs. Rush to leave a note for Dr. Arlington, and when Paula sat down to write the note, there was no pen and no ink. So she simply had to go on sitting there until Mr. Spearing went off and got them."

Mr. Ritter: "I thought he'd left town."

Nellie Fell: "Oh, he wasn't gone so very long, Mr. Frederick Ritter."

Mrs. Pampinelli: "Not five minutes."

During the rehearsal Mrs. Pampinelli had warned her actors to be careful not to trip over a little strip of wood placed at the bottom of the door in the stage set. To trip when making an exit is not so bad, she remarks, but only the most finished actress can keep her grasp of the audience after tripping upon an entrance. We see how well her warning was heeded from this dialogue:

Mrs. Pampinelli: "Don't answer him, Eleanor. Envy loves a lofty mark. The next time we have a part that calls for a very limited intelligence, we'll engage Mr. Ritter for it."

Mr. Ritter: "Well, if you do he'll know how to walk across the stage without tripping every other step."

Nellie Fell: "Who tripped every other step?"

Mr. Ritter: "The weeping willow there." (indicates his wife.)

Nellie Fell: "It's a wonder you're not afraid to lie so."

Mr. Ritter: "She tripped when she first came through the door. I was looking right at her."

Mrs. Pampinelli: "She didn't fall, did she?"

Mr. Ritter: "No, but it looked for a while there as though she was going to." (Mrs. Ritter cries.)

Mr. Ritter: "She tripped when she came on; she tripped when she went off and then she tripped over the rug when she went over to the desk."

Mrs. Pampinelli: "She didn't trip any oftener than anybody else." (Ritter laughs.)

Nellie Fell: "No, and not half so often as some of the others—now that you speak of it." (Ritter roars.)

Mrs. Pampinelli: "I will admit that Mr. Hossefrosse was a bit unsteady. But that is due to his weak ankles."

Mr. Ritter: (indicating his wife) "What was the star's unsteadiness due to?"

Mrs. Ritter: "The rugs."

Mr. Ritter: "What?"

Mrs. Pampinelli: "The rugs. Those funny rugs that they have down there. We didn't use them at rehearsals and naturally when it came to the performance Paula wasn't accustomed to them."

Mr. Ritter: "She was accustomed to rugs at home, wasn't she?"

Mrs. Pampinelli: "Well, she wasn't at home on the stage."

Mr. Ritter: "That's my argument in a nutshell."

A variant of the theme of matrimony versus a career, which A. S. M. Hutchinson has revived for us in *This Freedom*, is sketched in one of Mrs. Pampinelli's speeches, which treats of the question as related to stage aspirations:

Mrs. Pampinelli: "Eleanor, dear child, husbands are not always particular about telling the truth where the abilities of their wives are concerned. If I had listened to the promptings of my own soul, instead of to my husband, when I was a younger woman, I should in all probability be one of the leading figures in the American theatre today. But I was fool enough, like a lot of other women, to believe that my husband had my welfare at heart, when the fact of the matter was, as I see it now—when it's too late—he was simply jealous of my artistic promise." (The cuckoo rings 12 o'clock—and she withers.) "Why, the night I played *Hazel Kirke* I had my best friends in tears; yet when I returned from the hall, and the entire town of Cohoes ringing with my name, my husband had the effrontery to tell me that I was so terrific that he was obliged to leave the hall before the end of the first act. So if this gentleman here has set himself as your critic, Paula—remember my story—the actress without honor in her own house."

Whatever message the author is trying to get across the footlights is embodied in this scene:

Nellie Fell: "Why, Fred Ritter, I've heard you say yourself that you were in favor of a Little Theater in this city."

Mr. Ritter: "So I am—I say so again. But in the light of that cataclysm tonight, you'll pardon me if I add that I do not see the connection."

Mrs. Pampinelli: "What did you expect to see, Mr. Ritter, a finished performance from a group of comparative amateurs?"

Mr. Ritter: "I expected to see something almost as bad as what I saw—that's the reason I fainted last night and was unconscious for 24 hours at the prospect of it. And that's the first time in my life that I ever fainted."

Mrs. Ritter: "Oh, don't mind him, Betty, he's only trying to be smart."

Mrs. Pampinelli: "No, but I'm curious to know just how Mr. Ritter would expect to accomplish the establishment of a Little Theater here, unless through the medium of such performances as this one tonight. How else is our local talent to be discovered or developed?"

Mr. Ritter: "Well, I'm equally curious, Mrs. Pampinelli, as to your exact qualifications as a discoverer or developer of talent for the theater."

Mrs. Pampinelli: "That is a very familiar attitude. People who do things are constantly having their ability to do them called into question."

Mr. Ritter: "I'm afraid that's something you've read somewhere."

Mrs. Pampinelli: "The theater is a matter of instinct."

Mr. Ritter: "The theater is a matter of qualification, the same as any other profession. And while I appreciate the cultural and social advantages of the Little Theater, particularly in a community situated as we are, I also appreciate that it is only through those particular qualifications that it will ever be brought about. And incidentally, Mrs. Pampinelli, I have learned officially that it was you and nobody but you that discouraged and finally killed the only substantial looking approach to anything of the kind we've ever had in the town."

Mrs. Pampinelli: "You refer to Mr. Turner, I suppose."

Mr. Ritter: "Mr. Turner is the man I refer to."

Mrs. Pampinelli: "I opposed Mr. Turner, yes; because he was not local here."

Mr. Ritter: "What difference would that have made in the result?"

Mrs. Pampinelli: "It would make a difference to local enthusiasm—a Little Theater should at least be representative of its community—especially in its inception."

Mr. Ritter: "Between ourselves, Mrs. Pampinelli, you opposed Mr. Turner because you knew he knew his business too well to stand for any interference from you; and the Little Theater movement sounded too smart for you not to want to get in on it. And you're making a joke out of a thing that in competent hands might be a very excellent proposition."

Mrs. Pampinelli: "Well, perhaps you will come to the rescue—you seem to be so familiar with all the necessities of a Little Theater."

Mr. Ritter: "I am also familiar, Mrs. Pampinelli, with a little remark that Mr. Napoleon made on one occasion a long time ago—about the immorality of assuming a position for which one is unqualified."

Thereupon Mr. Ritter exits in mock-majesty with his lighted cigar held aloft as if in parody of the play's title. Mrs. Pampinelli then tries to reassure the tremulous Mrs. Ritter who is murmuring, "Somehow I feel so unsuccessful." Nevertheless Mrs. Pampinelli urges her to "go on with the work." "The stage needs you," she says, "for you supply a new note." The wife remarks:

Mrs. Ritter: "I don't know whether Fred will want me to go on,—the way he spoke."

It is evident that if it is a question of losing either husband or career, Mrs. Ritter prefers the latter, wherefore, Mrs. Pampinelli delivers her closing speech:

Mrs. Pampinelli: "Very well then, Paula, if you fell that way about it, I should advise you to keep him and I shan't waste any more of my time encouraging you. There are far too many who are only too willing to make the necessary sacrifices without being urged. Only remember this Paula; there will be actresses when husbands are a thing of the past."

The Proceedings of the Recreation Congress will appear in THE PLAYGROUND beginning with the December issue

Drama and Crops

SUE ANNA WILSON

That oft repeated salutation of "Hello, Cy! How's crops?" ascribed to those friends of ours who live by cultivation of the soil, has undergone a decided change in one of the counties of New York State and the following conversation might have been heard during the spring at any one of the Four Corners.

"Mornin'. Comin' over to see our dramatic groups play tonight?"

"You bet. Our players have hired a bus and they're all goin' together."

"Well, it'll be worth while comin' for. And say, wait till you see the costumes the women and girls have been dyein' and paintin'. A lot of 'em are original, too. I've been down helpin' 'em fix up the scenery. It's lots of fun."

"You've got to go some to beat us. We're sure we're goin' to be chosen for the semi-finals."

"You may change your mind after to-night. See you later."

"S'long."

This conversation was not the result of an over night growth but, like the crops which form the livelihood of these people, represented a harvest after months of work "in the fields," and because the growth had been natural and not forced, the harvest promised to be a good one.

It was eighteen months before this that a dramatic organizer had been sent into the county to help with the general Community Service program and found "let's give a play" the most oft repeated slogan in each of the many towns and communities. The plays were given for fun, for charity, for educational and art purposes. Some of these were very fine, the result of the work of experienced and artistic people. Often, however, "the show" was under the direction of professional producers who took away with them a large percentage of the receipts, and left behind much to be desired of the performance. Very often, a minstrel show was the offering as it "always had been a success" and could be done by the people themselves. The "will to do" was present, the desire for dramatic expression but, each group needed some kind of help and was more than glad to receive the services of the dramatic organizer.

A COUNTY DRAMATIC LEAGUE

At last, in order to keep the services of the specialist fairly distributed, a meeting of the people of the county most active and interested in drama was called, and the result was the organization of a County Dramatic League, a county drama council, "to create and develop permanent constructive dramatic groups for service to the community and to give assistance to organizations in dramatic productions." The dramatic organizer was elected chairman and plans were made to carry on a year's work. The only requirement for membership in the League was an interest in drama. There were no dues. The result was that soon thirty-four different groups, representing twenty-one towns and six county organizations were affiliated to carry forward the program of the year which was kept as simple as possible so as not to dissipate effort.

First and foremost was the establishment of an Information and Service Bureau, with Headquarters in the county office. This meant finding out the resources of the county and the sources of outside aid. A questionnaire was therefore sent to all groups. This covered the names of books and plays which could be borrowed; registration of costumes, scenery, and property, with description and rental fees; available directors of drama, music, and dance; orchestras, bands, and their rates; descriptions of theaters or halls available; the clubs most interested in producing; and classes in dramatics, music, dancing, languages, voice and similar subjects that were being conducted in the different communities. This information was placed on file and added to as the months went by. Never a day passed but some request was met from this store of information. Often costumes would be transferred from one town to another, lights rented, or a play booked.

One of the most helpful activities of the Service Bureau was the library of plays which began to be collected. Upon request, plays especially adapted to the group or its need would be sent out by the organizer to be read and selected from, thus doing away with the helpless choosing from play lists and the purchasing of useless material.

A Drama Bulletin was issued once a month, which announced the dramatic events in the county and gave general information, thus keeping the groups in touch with each other. This

bulletin was a mimeographed sheet which cost about \$3.50 an issue not counting postage. This grew to two sheets by the end of the year.

Any group which was organized to do permanent dramatic work could have the services of the director, and as a result, Little Theater groups were organized and helped to start on successful careers. Many of the plays, mostly one act, were well produced and proved that the same effort that usually went into a minstrel show could be translated into something that was not only artistic and of educational value, but also amusing.

The County Fair officials had been anxious to have a community Little Theater at their Fair, and this the League undertook to do as their one large piece of work for the year. A contest was projected, those groups wishing to enter paying a registration fee of five dollars, the money collected in this way to be used for prizes. Judges were appointed, and through six months interest grew throughout the county, and "drama" became as common and understood a word as "crops" had always been.

ORGANIZING ON A PERMANENT BASIS

Toward spring, it became necessary to finance the work, and the League met to consider a reorganization for a permanent basis. A county chairman and an executive committee were elected and constitution and by-laws adopted. Membership in the League now became revenue pro-

ducing and paying memberships which carried different privileges and benefits were created. These were individual: regular—\$1.00, sustaining—\$10, and patron—\$25; group, \$10; and sponsored group, \$3.00. Plans were laid to raise a yearly budget to continue the work of the League and retain the services of the organizer, through county performances. Thus, the League was launched on a self supporting basis.

Any individual or group was eligible to membership and could obtain the same by applying in writing to the executive committee and paying the yearly dues. Most important was the appointing of the following committees: finance, publicity, yearly program, and membership, the object being to divide up the duties and responsibility and not only make the League self-supporting, but self-directed.

The work of the yearly program committee was planned so that it could be divided as the work developed and new sub-committees created. For instance, besides the play contest and the County Fair Little Theater, the committee hopes to project a play writing contest during the coming year and later, county performances for special holiday celebrations. The League also hopes to develop junior dramatics, especially among the school children, and to establish a music department. Eventually, it will have a wardrobe of its own, a set of simple scenery and curtains, useful "props," and a few standard units of lighting, so that the expense of each production will be lessened.

William Allen White, the brilliant editor of the Emporia Gazette, in speaking of the play of America and of the various types of community play which are being carried on in the different states says, "Every region is beginning to find itself in play. And the playtime is growing. Once a week the whole year around in every country town of over 5000 the Rotarians or their rivals, the Lions or the Kiwanis, meet and sing and play horse while they eat bad lunches. The country club is an institution of the American country town and hundreds of men take play there, and by night the socially inclined dance as their forebears danced in the primeval forests.

America seems to be coming to the realization of the fact that fun is not sin. In that much the puritan has lost his fight. Booze is passing; it is the pride of every play place, whether the fair, the home-coming of the fiesta, that thousands gathered and played their heads on and not an arrest was made for drunkenness. We are separating and played their heads off and not an arrest

This is a new America growing up. It is gay and decent. The eight-hour day, the low-priced car, the passing of the saloon, the coming of the movie—all tend to draw the family together, to bring people out of their homes in innocent merriment." So the playtime of the world in America is bound to cover more days to the year than the playtimes of the old world. Perhaps we are breeding here a new and joyous world. Maybe the machinery we are inventing to make life easier will also make life more beautiful, and so make us all happier. Then indeed shall we grow wise."

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Motion Pictures and the Churches. II

The pendulum of public opinion has swung against censorship.

Censorship bills were defeated in 29 states, adopted in New York and Massachusetts and a compromise effected in Florida.

North Carolina passed a rather practical law making the exhibition of motion pictures that are obscene, immoral or detrimental to the morals of the community a misdemeanor.

Individual judgments vary greatly regarding motion pictures.

It is impossible to get even a small group to agree on the probable influence of a picture.

DEAN CHARLES N. LATHROP

Social Service Commission of the Federal Council of Churches

This is the second of a series of four articles summarizing a study of motion pictures made by the Social Service Commission of the Federal Council of Churches. It is a remarkable survey of conditions, and its findings and conclusions are practical and sane. It should be read not only by producers, distributors and exhibitors, but also by parents and all who attend motion picture performances.

Getting down to brass tacks, this section of the study made of the motion picture situation in this country by the Social Service Commission of the Federal Council of Churches of Christ in America points out various problems to be faced in securing an improvement in the character of the films shown.

As the exhibitor—the local “movie” house manager—is the visible contact point of the motion picture industry with the public, the tendency is to think of him at once as the one to be brought under government control. Although he must operate under definite regulation with respect to seating, lighting, sanitation, fire prevention, admission of children, type of program, to place the entire responsibility upon him for the character of the pictures shown would be like cleansing the stream at its mouth instead of at its source.

The other agencies in the motion picture business, the producer and the distributor, must be regulated if any real improvement is to be brought about. The scenario writing is a very important factor in determining the character of motion pictures. The producers have been severely criticised for spending so much for star actors and actresses and so comparatively little on the preparation of their scenarios, not securing the services of competent, high-grade people.

The criticism of scenarios before production has been tried, but without much success. So much depends upon the staging of the pictures and the details of acting that a picture may be made or marred in the production process.

After a picture is completed the expense involved in making changes is an important item to consider. Destroying film and re-staging scenes is costly, to say nothing of the financial loss incurred when an entire picture is barred from circulation. In voluntary review of censorship there develops at once very real limits to which an organization can go in vetoing pictures or parts of pictures and still retain the cooperation of the producers.

Cutting out an objectionable scene may mean a serious break in the story or the re-staging of the entire part. Revision of sub-titles sometimes will so change the dramatic situation as to eliminate an objectionable feature. This is a simple matter from the standpoint of expense.

The Motion Picture Association proposed some time ago to furnish competent and technically experienced men who were in touch with public sentiment through the citizen agencies, to sit in with stage directors of the producing companies and offer constructive criticism while the scenes were being arranged and photographed. A number of practical difficulties have interfered with the functioning of this plan.

Individual judgment of motion pictures varies so greatly on account of personal tastes and environment that it is difficult to get even a small group to agree on the probable influence of a picture, to say nothing of making the action of either voluntary or official committees satisfactory to the public at large.

One would expect that high-minded people

would readily agree as to whether a picture was a proper or an improper one for public consumption, but in actual practice we find the sharpest differences of opinion. Then too, pictures, that may be entirely without offense to people accustomed to the life of a large city or a bathing beach resort might easily be highly objectionable to an audience in a rural community or an inland town.

The best that it seems possible to do is to lay down broad standards of judgment with such specific illustrations as may be possible and endeavor to get producers to observe them as faithfully as possible in selecting scenarios and staging pictures.

Our thinking on the standards that should be applied in making motion pictures is somewhat clouded by the feeling that the interests of children and young men and young women who make up a considerable part of most picture audiences should in some way be safeguarded. In spite of effort of local organizations to furnish special programs for children, many will continue to attend the regular motion picture shows; even if small children are barred by the strict enforcement of regulations governing the attendance of those under a specified age, the adolescent boys and girls will attend.

What about them? Should all pictures be brought to the level of their needs? Even if we should agree that this should be so, there would be great difficulty in reaching an agreement on standards to be followed. Possibly a fair application of the standards of the National Board of reviews would approximate what is desirable.

It is surprising how we differ in our judgment of what is proper or improper for the boys and girls to see, hear and read. A father with the best of ideals and personal standards took his fifteen-year-old daughter to see *Damaged Goods*. He contended that the picture in its horrible details drove home a lesson that boys and girls might better get from the motion picture screen than from personal experience.

Here we touch upon one of the vigorously debated points in the function of motion pictures. Shall the motion picture show be limited to furnishing entertainment only, and is that what people pay their money to get; or may they properly attempt to educate their audiences and exert an influence in the promotion of standards of morality? The motion picture industry contends that it should be no more restricted in this than

is the stage, which claims as one of its proper functions the dramatic presentation of the great truths of life and personal conduct.

It is not difficult to understand why official censorship—local, state or national—has been favored by many people as the best solution of the motion picture problem. It seems so direct and final, and it is assumed that it will relieve the public of all further responsibility in the matter.

During the legislative season of 1921, motion picture censorship bills were introduced in thirty-two states. State censorship was already in operation in four other states—Ohio, Pennsylvania, Maryland and Kansas. The discussion of the bills attracted nation-wide interest, and feeling for and against these measures ran high.

As might be expected, the motion picture interests, especially the producers and distributors, lined up against this proposed legislation. The exhibitors might have been expected to favor it, as it would tend to relieve them of responsibility to the public for all pictures shown, but they saw at once the heavy toll of expense exacted by state censorship boards would automatically be passed along to them and that they would need to get this money from their patrons, thus increasing the admission prices already inflated by the war tax charges.

Many of the citizen agencies that had been working for better motion pictures were unwilling to endorse the principle of official censorship and threw their influence against the censorship bills. Others quite as vigorously supported them. The result was a rather worth-while educational campaign on the whole subject of public amusements.

From a fairly general favoring of the censorship bills at the outset, the pendulum of public opinion swung in the opposite direction as the campaign progressed and the undersirable aspects of censorship became apparent.

The final action in the thirty-two state legislatures was the defeat of censorship in twenty-nine states, the authorizing of censorship boards in two states—New York and Massachusetts, (The Massachusetts law subject to a referendum in the fall of 1922) and the passage of a make-shift measure in one state—Florida—by which it was provided that only such pictures might be shown in the state as had been passed by the National Board of Review of Motion Pictures

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The Motion Picture in Education* II

WILL H. HAYS

President of the Motion Picture Producers and Distributors of America, Incorporated

EXPERIMENTING WITH THE EDUCATIONAL USE OF THE FILM

Professor J. W. Sheppard of the University of Oklahoma during 1920, found these results from tests:

In the Spring of 1920 he conducted a test on about a dozen pupils of average intelligence in one of the high schools of Madison, Wisconsin. Abstract and concrete subjects were taught to one group by means of films only, to a second group by a superior instructor and to a third group by an average instructor. The film scored an average of 74.5%, the superior teacher, an average of 66.9%, and the average teacher, 61.3%. In other words, the film beat the best teacher by 6.6% and the average teacher by 12.14%.

Professor Jos. J. Weber of the University of Kansas during 1920 conducted a series of tests in Public School No. 62, New York City. The following is a result of one of his experiments:

Four hundred and eighty-five pupils in Public School 62 were examined as to their knowledge of Geography. When the experiment began, all pupils had an average knowledge of about 31.8 units. This standing they had gained from the study of their geography prior to the experiment. From this starting point (31.8 points) the four hundred and eighty-five pupils who were taught orally without the aid of correlated motion picture film improved to 45.5 points, a gain of 13.7. The same pupils with the aid of the film shown after the oral lesson, improved to 49.9 points, a gain of 18.1. The same pupils with the aid of the motion picture film before the lesson improved to 52.7 points, a gain of 20.9. Professor Weber says, "Statistically these points are reliable to the point of practical certainty."

A cablegram from Paris, dated only two days ago, told how a class of medical students at the Sorbonne University saw, by motion pictures, the complete details of a wonderful operation upon the human stomach, performed by the famous surgeon, Professor Jean Louis Faure. The film was run at a speed synchronizing exact-

ly with the actual progress of the operation, and as the details appeared upon the screen another noted surgeon described every movement made, from the first incision to the closing of the wound by the last stitch. In no way could so great a number of students have watched the life-saving workmanship of a master of his profession.

HANDICAPS IN MAKING EDUCATIONAL FILMS

In my opinion there will be series of motion pictures adopted soon by boards of education just as now series of text books are adopted.

The producers are interested in this work. They realize its importance and the industry is eager to help. Up to the present time it has not been easy for producers to meet the requirements of the educational field. Until this time the demand for strictly instructional class room films has been small. Films are costly and unless a single film can be used over and over it can not be made without great loss. If educational films are to be produced accurately and in sufficient numbers, better methods of distribution must be worked out.

Again, there has been difficulty in the past because those who produced the films were not trained educators and therefore were not able to produce pedagogically sound films, while at the same time the educators whose advice has been available have too often proved unable to adapt themselves to the peculiar technical demands of screen production. Before great progress can be made there must be some method worked out to bring together the men and women who are versed in the psychology of education with the men and women who are skilled in the methods and mechanics of picture production.

Further, it may be true that in some places there is some possible friction between theatre owners and the schools and churches caused by competition developed by the schools and the churches and believed unfair by the exhibitors. The fact is the exhibitors of the country approve and favor educational films for classroom work. They have not looked with favor on the

* Address delivered before National Education Association, Boston, Mass., July 6, 1922.

semi-educational film that would be shown in church or school without charge therefore and have objected to the non-theatrical use of the theatrical or amusement film.

This is natural. The theatre owner pays national and state tax on his theatre, a license fee, an extra insurance premium and other special levies in order to run his business and provide for the essential amusement; and it was obviously unfair to him to create a competition to draw the same audience with or without charge into places which have no such burdens.

The rights of the exhibitors in developing fully the value of educational pictures, which are semi-instructional and semi-entertaining, the fundamental rights of the exhibitor and his value and importance in the situation must be always considered. Our whole program of bettering conditions in the industry cannot possibly proceed without the cooperation of the exhibitor. The exhibitor owns the screen, it is his theatre, and the efforts of the producer and distributor succeed only as the exhibitor cooperates. It is his effort as much as the producer's. And while we want to develop as fully as possible the educational film, we must and we do recognize, and you must recognize, and the public must understand that the rights of the exhibitor must be protected. This does not include pedagogic films, of course, or religious films which are solely for the use of churches. The exhibitors have very definitely made plain their position on this matter in the resolution passed at the National Convention of the Motion Picture Theatre Owners of America in Washington, in which they said that they have no objection to strictly educational and informative films in schools or religious films in churches but do resent the unfair practice of using theatrical films of solely amusement character in non-theatrical institutions in a way which injures the theatre owner in his efforts to provide proper entertainment for the public.

THE WHOLE WORLD CAN NOW GO TO SCHOOL

To reflect on the possibilities of the motion picture in education is to regret that one's school days were spent before this great invention, but there is consolation in the fact that since the advent of pictures the whole world, regardless of age, can go to school.

It is a long way from the old days of the little red school house to this invention; it is a long way from the struggling youth of 100 years

ago to the richly endowed youth of tomorrow. Let us hope that tomorrow's youth will avail himself of his opportunities as did his scantily tutored forefathers.

INCREASING INTEREST IN VISUAL INSTRUCTION

Much has been done with the motion picture already as an instrumentality of instruction, but the surface has hardly been scratched. Certainly the educators of the country are awakening to its possibilities. Four non-commercial magazines are or recently have been in existence, dedicated to the discussion of the problems of visual education. Various museums of natural history have used films for lecture purposes in small museums and public schools, and in 1921 the American Museum of Natural History gave 186 motion picture lectures with a total attendance of 93,459, and in addition cooperated extensively in producing films for lectures in public schools. The educational value has been appreciated and tried out in various directions. Recently the American City Bureau inaugurated a film service on municipal and civic subjects. In Washington representatives of the National Academy of Science, the American Association for the Advancement of Science, the National Research Council, and the Scripps Interests are joined to promote Science Service which, among other things, seeks to educate the popular mind by putting into screen form stories of scientific discovery and invention. The Society for Visual Education has produced many films of educational nature. Professors in many schools and colleges are talking of filming the materials of their courses and Yale is said to have under production 100 reels showing its famous *Chronicles of America*.

The Society of Visual Education contains thirteen presidents of colleges or universities, six presidents of normal schools, six deans of colleges, three representatives of large foundations, seventy-six professors and instructors in colleges and universities, nine state superintendents of public instruction and seventy-one city superintendents of schools. This association is for the purpose of preparing and distributing motion picture films which will be pedagogically sound text book supplements for the use of teachers. Besides this Association and the Visual Instruction Department of your own organization, there are two other groups of educators in the motion picture field—the National

Academy of Visual Instruction and the Visual Instruction Association of America. An incomplete list shows twenty-eight colleges and universities which have organized departments for the distribution of films. At least seventeen of our largest educational institutions are giving courses to their students on the use of the motion picture for visual instruction. Columbia has courses which teach photoplay writing and the mechanics of production and photoplay writing is successfully taught by correspondence. The University of Nebraska has erected a \$20,000 studio on its campus, while Yale, Chicago, Nebraska, Wisconsin, Indiana, Michigan, Oklahoma, Illinois and Utah have actually started production of their own motion pictures.

UNIVERSITIES DOING RESEARCH WORK IN MOTION PICTURE FIELD

Perhaps the best evidence that motion pictures have entered the field of education is the fact that several large universities are conducting scientific research into motion picture problems. The best material ever produced in the study of the psychology of reading has come through the motion pictures of the eye which have been taken by the Department of Education of the University of Chicago. Again, our knowledge of the processes by which children learn to write has been greatly increased through motion pictures of hand movements taken by the same university. Dr. Shepherd, of the Universities of Oklahoma and Wisconsin, Dr. Weber of Columbia University and the University of Kansas, and Dr. McCloskey, of Chicago University, have all made rigid scientific inquiries into the effectiveness of motion pictures as a means of class room instruction to which I have already referred.

Further evidence that we are on the threshold of great things in the matter of educational films is proved by the fact that thirty-four cities, including New York, Chicago, Cleveland, Detroit, Indianapolis, Los Angeles and San Francisco, are now using pedagogical films in their class rooms and assembly halls. New York spent approximately \$10,000 for this purpose last year, while Los Angeles spent about \$25,000. There will be a rapid growth in school appropriations for this purpose, and there are probably about 10,000 projecting machines installed in schools and churches. If methods can be found for easy payments on machines and ef-

fective methods for distribution of films, this field will grow with great rapidity.

The problem which faces all of us is to provide some plan of cooperation which will provide film material for instructional use in schools and colleges; and suitable films for churches and welfare organizations—some plan which will secure the active cooperation of theatre owners and public leaders and which will guard against harmful competition between non-theatrical and theatrical groups. These matters which are merely incident to the youth and tremendous expansion of the business can be worked out satisfactorily without question.

COOPERATION FOR FURTHER PROGRESS

It would be my hope that still further immediate progress might be made. The motion picture industry will cooperate with the National Educational Association fully to that end. On behalf of our organization I offer to your association all of our facilities to aid in your experimentation. There is already a great demand for pedagogic pictures. I propose that we jointly study that demand and that we jointly find ways and means of supplying it. Let a committee be appointed of this association made up of the very best talent within your ranks; let them meet with the great producers of the country and find ways to use our facilities. We ask you to aid us and to let us aid you in the study of the whole problem of the use of the motion picture as a direct pedagogic instrument. Let us together find the means of making pictures which are scientifically, psychologically and pedagogically sound. Not only can we take care of the demand which now obtains but the great demand which is imminent and which will certainly come, must be met, and met by the producers with a supply that measures up to the ideas of the educators of the country.

It can never be said again, and I think it has been suggested, that the producers do not want to furnish educational pictures. The producers want to serve America. They know that there is no more important and lasting service which they can perform than to aid you in the actual educating of the youth of the country by this new means and make yet more efficient if possible the work which you, the teachers, are doing in the fulfilment of your noblest and most useful of all professions.

A PROMISE IN PAST ACHIEVEMENTS

You will not be unmindful, I am sure, of the things which in a small way have already been accomplished, possibly, in connection with the action taken by the Association to date, some of which you have heard of in the press, such as the orders by the producers to the studios as to productions being made right now and what is being done in that regard; the rules of the schools for actors; the hopeful conference with the exhibitors bringing closer cooperation and confidence, and the splendid help from them, without which this effort would entirely fail; the conference last month with the representatives of more than fifty nationally organized movements for better things, and their promise of cooperation—all to the end that we may develop constructive ways and means for the effective application of sympathetic interest.

Nor will you be unmindful of the great good which has been done by this industry. Evil pictures have been produced, yes—but incalculable good has been accomplished. The motion picture has carried the silent call for virtue, honesty, ambition, patriotism, hope, love of country and of home, to audiences speaking twenty different languages but all understanding the universal language of pictures. There may be fifty different languages spoken in this country, but the picture of a mother is the same in every language. It has brought to narrow lives a knowledge of the wide, wide world; it has clothed the empty existence of far-off hamlets with joy; it has been the benefactor of uncounted millions. It is the poor man's pleasure. Grand opera is for the well-to-do, but pictures are for the man who works with his hands. And do not forget that as we serve the leisure hours of the masses

with right diversions, so do we rivet the girders of society.

THE MOTION PICTURE INDUSTRY ACCEPTS ITS FULL RESPONSIBILITY

Again I say, those who are responsible for this industry do not minimize their responsibility, nor would they shirk it. With your help and the help of thinking people in this country in supporting the good pictures, we can accomplish the purposes of this association. And I promise you that this agency for the distribution of information and thought, this agency for the amusement of the millions and for the inevitable inculcation of standards in taste, in art and conduct—I promise that it shall endeavor honestly and earnestly to measure up to its great responsibilities.

I would repeat: that the motion picture industry accepts the challenge in the demand of the American people for a higher quality of art and interest in its entertainment.

The industry accepts the challenge in the demand of the American youth that its pictures shall give to them the right kind of entertainment and instruction.

We accept the challenge in the righteous demand of the American mother that the entertainment and amusement of that youth shall be worthy of their value as a most potent factor in the country's future.

We accept the challenge in the proper demand of the educators of the country that the full instructional value of motion pictures shall be developed and used.

We accept our full responsibility. It is a service and "service is the supreme commitment of life." It is a service which needs the very best from all, and I have great faith in its fulfillment.

For a long time we tried a perfectly wrong-headed process about the city; we tried to pass laws which would cure all these ills, and to enforce them by policemen. I do not mean that we ought not to have some policemen, but we imagined that our sole salvation lay in the passage of laws and the employment of policemen. . . . Then the discovery was made that the way to overcome the temptations and vices of a great city was to offer adequate opportunity for wholesome recreation and enjoyment; that if you wanted to get a fire-brand out of the hand of a child, the way to do it was neither to club the child, nor to grab the fire brand, but to offer in exchange for it a stick of candy. . . . And so there has grown up in America this new attitude, which finds its expression in public playgrounds, in the organization of community amusements, in the inculcation throughout the entire body of young people in the community of substantially the same form of social inducement which the American college in modern time has substituted for the earlier system of social restraints.

NEWTON D. BAKER.

Rehearsals Free An Experiment in Community Opera

JOHN BEARSLEE CARRIGAN

Although all rehearsals of *H. M. S. Pinafore*, as produced August 8th and 9th on the campus of Whitman College, by Walla Walla Community Service, were open to the public and attended by thousands of citizens, the paid performances of this community opera were attended by maximum audiences and played to capacity lawns.

The interesting experiment of public rehearsals was the outgrowth of the broad community nature of the production. "We are not a small group promoting this opera for the public," said Howard E. Pratt, Executive Secretary of Walla Walla Community Service and Director of Whitman College Conservatory of Music. "The entire city of Walla Walla is preparing this entertainment for itself. That is the Community Service idea." And so all rehearsals were public. Many, of course, were afraid that such a policy might prejudice the financial success of the final evenings. Rather this unique policy proved a wonderful medium of advertising. Nor can the genuine city-wide spirit of mutual cooperation which this plan drove home in the public mind, be underestimated, as a factor in the success of the experiment. The feeling that this Community Service production of *Pinafore* was a community-wide event, requiring a unified community

support, was an immediate tangible result.

And for every member of the cast of sixty there were five citizens behind the lines, working directly on the mechanics and management of the production to assure high artistic calibre and mechanical perfection. A score of citizens gave unsparingly of their time in designing and constructing elaborate stage settings. A committee of twenty from the Rotary Club supervised the seat sale and ushering. A like committee from the Kiwanis Club supervised the parking of cars. Two companies of Boy Scouts patrolled the field back of the bleachers and were stationed at all entrances of the campus courteously to direct the crowds; the Police Department directed all vehicle traffic away from the campus, establishing a zone of quiet; business firms made window displays and carried mention of the production in their own advertisements.

The cast itself was a cross section of the community. From S. B. L. Penrose, President of Whitman College, as Sir Joseph Porter, to the youngest member of the chorus, every group and interest in Walla Walla was represented.

The Pinafore, flag decked and completely rigged, was built on the edge of Lakum Dukum, an artificial lake, surrounded by tree shaded lawns of the college campus. Instead of wings, the prows of two other craft gave the illusion of a fleet at anchor. One of these substantial ships formed the orchestra pit. The other provided an orchestra box.

Boys in games and physical recreation in the Andrew Community Center, Newport, Ky. This center was formerly a notorious Bar-room



and gambling dive and was given by Mr. Joseph Andrews President of the Steel Mills of Newport to Community Service

In Nymphenburg Deer Park

The Finest Playground in Munich
ERNEST PETERFFY

The rambling chateau of the Nymphenburg is the tide-mark left in Munich by the eighteenth century court life. The culture of the seventeenth and eighteenth century courts was international. The language of Versailles and Sans-



CO., Munich

NYMPHENBURG DEER PARK, MUNICH

Souci was even literally one and the same as that of the court of St. James and their whole culture was based on the common foundation of good taste and the divine rights of kings. So it happens that we can look down the canal of Nymphenburg and fancy ourselves at Hampton Court, or watch the swans swimming about the lake as disdainfully as they do at Chantilly or St. Germain. The Amalienburg belongs to the same world as the Trianon—the world of Watteau—the world which danced through life to the tune of the minuet unmindful of the cloud that was to burst at the Bastille.

Some echo of the glory that Max Immanuel and his successors planned for the Nymphenburg remains in the Deer Park—the Richmond Park of Munich. Guide books give the park a sentence and even many of the residents of Munich are ignorant of the Paradise that lies at their gates.

An avenue lined by oaks and chestnuts that

have witnessed the rise and fall of dynasties, runs right through the park. At the Nymphenburg gates stands an old, low roofed hostelry, the walls of whose dining-room are covered with antlers trophies, according to the inscriptions—won by Ludwig I and his son Otto of Greece.

Deer still graze on the springy turf, so tame that they will leave their pasture and come to nibble from the hands of visitors as they sit at table. These graceful, timorous-eyed creatures are almost the only denizens of the Munich population that have survived unharmed the lean years of war and the troublesome days of the revolution. For generally they have been able to "fend" for themselves in the park or the neighboring woods and some happy benevolence of the Munich municipal authorities has always stepped in to save them from extinction.

Today the Nymphenburg Park is one of the favorite excursions of the Munich working man. There he can be found taking the air with his wife and family on a fine Sunday. Usually the parents come to rest at the tables, but the children tumble about under the trees scaring away the deer with their cries.

The ghosts of eighteenth century courtiers do not trouble the youngsters, they take the Nymphenburg for what it is now—the very best



NYMPHENBURG DEER PARK, MUNICH

playground in all Munich with opportunities for carrying out the most absorbing occupations, from making daisy chains to waging vociferous war against hostile robber chiefs.

Community Service in 1647

ARTHUR H. MILLER

Aristotle and Plato laid down at the dawn of civilization the philosophy of recreation as a factor in the achieving of civic virtue and in the attaining of the highest development of the individual. In the modern industrial maelstrom, the by-product of civilization, one can but question whether we have undergone progress or retrogression in the fundamental things of life since the days of Greece, and whether a return to their precepts is not indicated at the present time.

America, too, in the beginning had its philosophers of recreation, strange as it may seem to chronicle. The first of these was a New Yorker and in that city, destined to a career of eccentric transformation, sought in his own way to practice the teachings of his worthy Aegean predecessors.

IN THE DAYS OF PETER THE HEADSTRONG

To find this good man we shall need to turn back the pages of American history about three centuries to the settlement of the Province of "Mieuw Mederlandts" and the Halcyon days of New Amsterdam under the golden reign of the three Dutch governors. First came Wouter Van Twiller known as *Walter the Doubter* because of his cumbersome mental processes, then Wilhelmus Kieft otherwise known as *William the Testy* and celebrated through the colony for his numerous edicts, and last Peter Stuyvesant called *Peter the Headstrong* who in spite of his forbidding appearance may be called the founder of Community Service in America.

This most excellent governor commenced his administration of contentment and plenty on May 26, 1647. It has been said of the good Peter that he was a tough, sturdy, valiant and weatherbeaten, meddlesome, obstinate, leathern-sided, lion-hearted, generous spirited old governor. One of his first official acts was to instruct his trumpeter, Antony Van Corlear, that instead of disturbing the city with disastrous notes and war-like blasts, he was to play so as to delight the people and the governor while at their repasts as did the minstrels of yore in the days of glorious chivalry, but on all public occasions to rejoice the ears of the people with war-like melody, thereby keeping alive a noble

and patriotic spirit. To spread abundance in the land, he obliged the bakers to give thirteen loaves to the dozen—a golden rule which remains a monument to his beneficence, although unknown to the modern baker.

COMMUNITY PLAY DAYS

It pleased him greatly to see the poor and the laboring man rejoice and for this purpose he was a great promoter of community holiday celebrations. While he reigned there was a great cracking of eggs at Pass or Easter, the forerunner of the Community Service Easter Egg Hunt. Whitsuntide or Pinxter also flourished in all its bloom and Christmas Eve, known to our Dutch ancestors as St. Nicholas Eve, was the occasion of much joy, and never were stockings better filled.

New Year's Day, however, was Governor Stuyvesant's favorite festival and was ushered in by the ringing of bells and the firing of guns.

Now it came to pass that Governor Stuyvesant instituted a complete reversal of the customs of Governor Kieft. Instead of the "indignation meetings" set on foot in the time of William the Testy where men met together to rail at public abuses, groan over the evils of the times and make each other discontented, there were the joyous gatherings of the people to play games and make merry. There were instituted "quilt bees" and "husking bees" and other rural assemblages, where, under the inspiring influence of the fiddle the toil of the day was enlivened by play. "Raising bees" also were frequent where barns and houses sprang up at the wagging of the fiddle sticks, "as the walls of Thebes sprang up of yore to the sound of the lyre of Amphion."

WITH MUSIC AND LAUGHTER

Each season had its round of work lightened by play. Spring, summer, winter, and jolly autumn brought happiness and the lifting of the heart in one way or another. The philosophy of community service as instituted by Governor Stuyvesant prevailed and labor came dancing in the train of abundance, and contentment was throughout the land. The notes of the fiddle, the favorite engine of civilization of the good Peter, resounded at the close of the day from

(Continued on page 387)

An Adventure in Neighborliness

MARY GILLETTE MOON
Winnetka, Illinois

Mrs. Brown sat down after her breakfast dishes were washed and in spite of her courage began to feel that loneliness creeping over her that comes to us all when we are new arrivals in a strange community, where even the grocer and butcher are unknown quantities to us; when we haven't located the school in which our children are to be enrolled, and we dread going with them the first time. It is all so new and different. There must be a church somewhere but we think we won't try to find it—it is too much trouble.

It was with these thoughts that Mrs. Brown was battling a few mornings after her arrival in Winnetka. She was "practically settled" and the pressure of all the strangeness was upon her.

A knock on the door and a cheery "Good Morning!" introduced her neighbor, who had come in to invite Mrs. Brown to a Neighborhood Circle meeting that afternoon. Of course Mrs. Brown had never heard of a circle as applied to a neighborhood, so Mrs. Jones proceeded to explain that every one who lived on the street was eligible to membership in the circle no matter of what race, creed, or age; that each month they met together, ostensibly to serve for some charity of their own selection, listen to a short program and drink the inevitable cup of tea, but that the real object of the circle was to promote friendliness and neighborliness, to hunt up new arrivals and welcome them into the community, to help them become connected with the proper schools, church, library and the Community House around which center most of the activities of Winnetka. She further explained that the men were not forgotten; that each year, the circle had a dinner or other evening entertainment to which the mothers, fathers and older sons and daughters came, played charades and danced the Virginia Reel until you couldn't tell which was father and which son, everyone had such a good time.

When Mrs. Jones had finished her story, Mrs. Brown felt she had indeed fallen among friendly souls, and when she learned that the whole village was divided into these circles, each self-governing with its own chairman, she thought she had never known of a town like it.

A big get-together party once a year at which each circle put on a "stunt" and the best carried off the prize was one of the features pointed out to her. She was told how much real talent had been discovered in this way that might have lain hidden for several years under the ordinary method of getting acquainted with newcomers. Mrs. Brown felt no longer a stranger and after the first meeting she found herself hunting up the still newer arrivals.

A new house or a moving van has come to be a sign to all circle members to *get busy*. So complete has this organization become that any one having a message to communicate to the women of Winnetka uses this avenue of approach. League of Women Voters, Parent-Teachers Association, Churches, and other organizations and individuals can reach their audiences through the circles.

The story of the work done by these individuals has spread afar. One circle has filled suit cases with suitable clothing for the girls appearing in the courts of the nearby city of Chicago, so that each girl who obtained a position at housework had a complete outfit to start with. Orphanages, Lying-in-Hospitals, Visiting Nurse Associations and other social agencies are not forgotten and the amount of work turned out so far has been surprisingly large.

During the summer each circle has remembered some congested neighborhood in the city and through settlement aid has brought numbers of tired mothers and children out to enjoy a day on the Lake shore. At Christmas time stockings have been filled for children outside the community, for neighborliness only *begins* on the street in which neighbors live. Like everything that is not to perish it must reach out until it includes every one. This has always been the big human ideal toward which all the circles are working.

"The man who gets his sport second-hand by watching professionals play loses all the health, exercise, and vigor that the sport is intended to give. Further, the boy on the back lot swinging a broken bat at a ragged ball is a better sportsman than the fellow who occupies a box seat at all the big league games. America was built by men who enjoyed the sports of its woods and waters for themselves, and who would scorn to pay a professional to play their games for them."—Emerson Hough

A Community Service Garden Party

The "Berylwood Fete" arranged by Oxnard Community Service helped to make life exciting for 2500 people in Ventura County, California, on July 14. Many organizations took part in the affair and did much to make it a success. The beautiful home of Mrs. Thomas Bert of Hueheme served as a lovely background for the many gay colored booths which were arranged among the trees. Here one might appease his hunger with delicious home-made cake or refresh himself with sparkling cool drinks or buy pop-corn or bits of candy to nibble upon. Ice cream attracted many to the tables within the court, and a fish pond in the woods was an ever popular attraction. Confetti, balloons and paper hats added much gayety to the whole occasion.

One of the most successful features was the ever enticing fortune-telling gypsy encampment which consisted of three tents decorated with genuine Egyptian rugs and drapings and the silhouette booth where Miss Jean Ross from the Ambassador Hotel in Los Angeles patiently cut silhouettes during the entire afternoon.

The children found a special attraction provided them by the Campfire Girls in pony and donkey rides. Many enjoyed this entertainment even if the donkey did "see that he was going to get tired and so before that time arrived got down on his knees and would go no more."

The Elks Lodge had twenty men on hand who served a delicious dinner to the crowd.

A Punch and Judy Show given by Carl Seiler of Los Angeles and a typical Mexican show staged by the Mexican people of Oxnard added to the attractions.

In the evening the big Berylwood Stock Farm barn was opened for a program of music, aesthetic dancing and dramatics. Many soloists of note took part in the program, after which the seats were removed to give place to a barn dance on the same floor.

The proceeds of the party—\$1200 net—went to Community Service of Oxnard, California, but, of far more value than the money proceeds were the new acquaintanceships which were formed and the real Community Service spirit which was developed among the many people who worked together to make the affair such a brilliant success.

Work of the Woman's Community Council of Minneapolis

MARY V. KELLOGG

Civic Director

"A supervised playground within walking distance of every child in the city," was the ideal which stimulated the Woman's Community Council of Minneapolis three years ago to start several playgrounds in addition to the ones already being operated by the Board of Education and the Board of Park Commissioners. A short training course was first given in the spring of 1920 to prepare instructors and then ten grounds were opened the middle of June to run for a season of eight weeks. The total attendance was estimated at 18,000. The training course was repeated in 1921 being made more intensive and having higher requirements for admission. Twelve grounds were maintained during the season of 1921 with an attendance record of 32,671. The training course was omitted in the spring of 1922 because there seemed to be an abundance of material from which to select playground instructors for the seven full-time and the seven part-time grounds which were maintained for the season from June 19th to August 12th. Very little equipment was provided, the test of the success of the instructor being his or her ability to develop the ingenuity of the children in making their own equipment. When the supply of blunt needles for basketry gave out, darning needles were requisitioned from home and the points were blunted by being rubbed on a cement sidewalk. The same children who did this also made tin can toys. Midget golf courses sprang into being, in one instance circling around the baseball diamond, and permanent back stops were made and set in concrete.

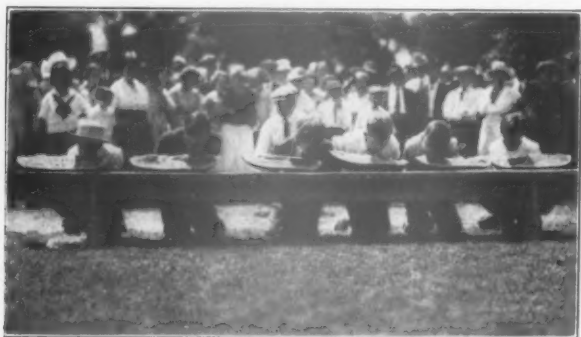
Tournaments were held in volleyball, horse-shoe, croquet and kitten ball, while great competition developed in constructive work and the making of dolls' houses complete in every detail. The attendance record was close to the 40,000 mark for the season. The Woman's Community Council feels that the success of their effort is demonstrated when each year the Board of Park Commissioners takes over a ground, the need of which has been demonstrated the previous year.



Nail driving contest at the Farm Bureau Picnic, Elmira, New York, in which Community Service assisted, July 26th

Forward! Farm Bureau

Another step in the history of pageantry was taken when the pageant, "Forward, Farm Bureau," was put on at the Farm Bureau Decennial Celebration of De Kalb County, Illinois. The pageant was directed by Nina Lamkin, of Com-



Watermelon contest at the Farm Bureau Picnic, July 26th, Elmira, New York

munity Service, who spent three months in preparation for it. The setting was the broad green

lawn of the Northern Illinois State Teachers' College, and 4,000 people representing every county in Illinois were in the cast.

Four episodes, "the birth of an idea," "the growth of an idea," "the development of an idea," and "the future of an idea," traced the remarkable growth of the ten-year-old Farm Bureau movement in Illinois. Parallel with the pageant, a little drama of progress was enacted at a model farmhouse which had been built for the occasion. The coming of the mail carrier, the installation of labor saving equipment, the orga-



Barrel contest, Farm Bureau Picnic,

nization of a home bureau by wife and neighbors, and the arrival of the automobile and the radio were some of the incidents in the evolution of this up-to-date farm home.

People came to the celebration from all Illinois and from several neighboring states, some in automobiles, some by train or on foot or with Dobbin and the buggy. The crowd was estimated at over 25,000. It was the largest gathering the county had ever seen and the biggest event of any sort ever attempted by a farmers' organization.



Tire mounting contest, Farm Bureau Picnic

A House of Correction Ball Team

JOSEPH SIMON

Superintendent House of Correction
Chicago, Illinois

We issue a monthly paper, *The Corrector*, which is printed in this institution and is made up principally of items contributed or selected by our inmates. Several thousand copies of this paper are printed for distribution among the inmates and for transmission to other correctional institutions, libraries and newspapers. By inserting a notice asking all inmates who could play ball or who had played with any outside team to send in their names and state their experience, we soon had about two hundred applications for places on the proposed House of Correction Nine.

All of these applicants were taken to the ball grounds on different days and given a chance to show their ability. From that number, we picked two teams, namely Number 1 and Number 2. Number 1, of course, is our best team and we use Number 2 to play Number 1 so as to keep them in first class condition and to furnish substitutes when occasion requires.

Each Saturday afternoon we play some outside team such as the Harrison High School, the O and O Grays, The Pilsen Stars, and other high schools or semi-pro teams. It is our intention to extend our activities to outside institutions with permission of State Authorities and we have already sent a challenge to the Nine now being organized under our system at Joliet Penitentiary. Great enthusiasm is displayed by the inmates who are allowed to view the games and they all look forward to Saturday afternoon with intense interest.

There is no question but this recreation has proved beneficial in more ways than one. For instance; they pay better attention to their work and their conduct has improved wonderfully.

My inspiration was brought about by remembering the old adage, "All work and no play makes Jack a dull boy," and also having in mind the fact that the inmates are locked up from Saturday evening until Monday morning except for the short time when they attend chapel services.

While this is primarily a corrective institution, we know of no better way of creating a spirit

of satisfaction and contentment among the inmates than by giving them some time for healthful outdoor exercise.

While there are some human beings who will not respond to kind treatment, they are greatly in the minority and in our experience, we find that the majority leave here with no resentment in their hearts and eventually become useful members of society, to which desirable fact the granting of the privilege of indulging in regular outdoor exercise, especially baseball, contributes in no small measure.

The City's Summer

No doubt a great deal of pity was wasted on unfortunate city dwellers last summer. Mr. Suburbanite with his well-clipped lawn and cool piazza thought movingly of folks tied to scorching pavements and breezeless apartment houses. Children who had daisies to pick and real brooks to wade in were sometimes reminded that there were lots of little city children who couldn't get any fresh air. But since recreation has become a serious business with big cities, they are every year growing better places to live in in summer.

New York's recreation record for last summer speaks well for vacations in the largest city. There is the Borough of Brooklyn, which has a park system offering every Brooklyn dweller a chance to take part in some form of active, outdoor recreation. Park Commissioner John N. Harman states that an average of 50,000 children and adults used the park and playground recreation facilities each day during the summer season. Some of the recreation facilities that helped Brooklyn to enjoy last summer were—

18 parks and playgrounds
recreation pier

outdoor swimming pool
4 children's farm gardens
50 baseball diamonds
2 1/4 mile running tracks
1—220 yard running track
380 tennis courts

The children's playgrounds conducted by the Brooklyn Park Department have play leaders to instruct in games, athletics and folk dancing. New concrete sand-boxes were built in all playgrounds and there was a variety of swing and slide equipment. Every baseball fan in the Borough had a chance to play or to witness the

national game. Close to one hundred baseball games were played on the diamonds each day. In Prospect Park inviting picnic grounds were open to all who cared to come and bring lunches, and four hundred boats permitted rowers to glide over the lake's smooth surface. As for swimming, Brooklyn's outdoor municipal swimming pool accommodated between four thousand and five thousand bathers each day.

"Recreation for all" is the motto of the Bureau of Recreation of the Department of Parks of New York City, and working along these lines, fifty-five play places for children have been opened under the direction of Commissioner Francis D. Gallatin. Tournaments in baseball, tennis, checkers and marble shooting and athletic and swimming meets were included in the summer recreational program. There were also special tennis tournaments for men and women, an amateur baseball league and a Bocchi tournament.

Throughout the summer free concerts and moving picture shows were given in the smaller parks and on the recreation piers. Park playground children were taken on boat rides and on free outings to Pelham Bay and Bronx Park. The climax to the summer activities was the play festival which took place on the Sheep Meadow, Central Park, early in September. Over two thousand children participated. They were carried to and from the park playgrounds in busses supplied by the Department of Plant and Structures.

Summer Play in Dedham

Dedham, Massachusetts, opened six playgrounds on the school grounds last summer under the direction of Community Service. Twenty-two young women enrolled in the course in playground leadership and volunteered their services. Sewing clubs organized in cooperation with the Essex County Agricultural School, swimming instruction, and a baseball league were features of the program.

The play festival which closed the season was not a set exhibit, but demonstration of the activities carried on at each playground from day to day. There were group and ring games for all ages, races for the older and for some of the younger boys and girls, and folk dances by groups of girls from each ground. The girls in the sewing clubs put on a style show—and the dresses

displayed on the living models were all in excellent taste. Some of them were truly artistic. A rabbit hunt, with prizes, was on the program.

The crowning event of the afternoon was the presentation of the silver cup to the winning team of the baseball league. The American Legion had been following the boys' playing with interest and they donated the cup. The Commander of the Legion made a little speech to the children as he presented the trophy and said that the Legion wanted to give something of this kind each year.

American Education Week

December 3-9 is being promoted as American Education Week by the United States Bureau of Education in cooperation with the American Legion and the National Education Association.

The days together with appropriate topics are as follows:

Sunday, December 3, 1922—

FOR GOD AND COUNTRY

Education in the home—Education in the school—Education in the church

Slogan—A Christian Nation Cannot Fail

Ministers are urged to preach a sermon either morning or evening on education. All communities are urged to hold mass meetings. Speakers will be supplied by American Legion Posts throughout the country for meetings on that day.

Monday, December 4, 1922—

AMERICAN CITIZENSHIP DAY

Children today, citizens tomorrow—Naturalization for all Men and Women—Help the immigrants to become Americans—The duties of citizenship

Slogan—Americans all by 1927—Visit the schools today.

Tuesday, December 5, 1922—

PATRIOTISM DAY

The flag—the emblem of freedom—Music as a nation builder—Universal use of the English language in the United States—The citizen's duty to vote

Slogan—Visit the schools today—Patriotism is the basis of a happy nation

Wednesday, December 6, 1922—

SCHOOL AND TEACHER DAY

The necessity of schools—The teacher as a nation builder—The schools' influence on the coming generation—America as an educated nation

Slogan—Visit the schools today—Better trained and better paid teachers, more adequate buildings

Thursday, December 7, 1922—

ILLITERACY DAY

Illiteracy as a blot on our nation—No illiteracy in 1927—A citizen's duty toward the uneducated—No immigration until America can care for its own and those who have adopted this as their native land

Slogan—Let every citizen adopt and teach an illiterate to read and write—Visit the schools today

Friday, December 8, 1922—

EQUALITY OF OPPORTUNITY DAY

Equality of opportunity in education for every American boy and girl—needs of rural schools—Consolidation

Slogan—Visit the schools today—"A square deal for the country boy and girl"

Saturday, December 9, 1922—

PHYSICAL EDUCATION DAY

Playgrounds—Physical education and hygiene—The great out-of-doors—Conservation and development of forests, soil, roots.

Slogan—A sick body makes a sick mind—Playgrounds in every community

Convention News

American Library Association Conference

That the library is not merely a place from which to draw books, but a factor in community life, was a spirit felt throughout the forty-fourth annual conference of the American Library Association, held in Detroit, June 26—July 1. Every phase of library work was discussed. The county library movement and the problem of providing better books for children were topics of particular interest.

County Libraries

Half the population of the United States is virtually beyond the reach of public libraries. This condition may best be relieved by the extension of county library work. The county library movement, somewhat slow at its start, has spread rapidly during the past few years. Existing libraries may turn into county libraries by opening their doors to all county residents, who may draw books in person or by parcel post free of charge. Another way is for the county

to establish its own library, with branches at convenient centers. The "book wagon," which makes its rounds through sparsely settled farming districts, works with the library. It brings new books to each farm once a month or oftener.

At the conference a special committee assembled an exhibit of county library activities in various parts of the United States. Pictures and maps marked the progress of the work, and illustrated ways in which it has developed in different regions. A toy village—a model of a library center—showed in graphic form how neighbors gather to borrow books.

Children's Books

It was decided that juvenile fiction needs realistic, everyday heroes and heroines, whose ideals children may adopt. Boys and girls want books that present to them cross-sections of their own problems, books that carry the romance of life and yet hold fast to its actualities. William Heylinger, of the editorial staff of the *American Boy*, told the conference that the average boy has a far keener appreciation of real literature than the average adult. The boy brings to his reading a fresh, unprejudiced mind and an intense seriousness.

"The little red school house of tomorrow will be a place to go for adventure as well as instruction," said Sarah C. N. Bogle, specialist in children's libraries. "Books of imagination and stirring books of fact are as vital for the mental growth of Mary Smith and Johnny Jones as are good text books and good formal teaching." To popularize the school library idea, all the conference delegates were asked to vote for the best twenty-five books to put on a two-foot shelf in a country school.

A new feature of the conference was the awarding of the John Newberry Medal for the year's most distinguished contribution to American literature for children. John Newberry was a bookseller of eighteenth century London who first advanced the idea that there is a children's literature separate and distinct from that of grown-ups. The first medal was presented to Henrik Willem Van Loon. Dr. Van Loon's "Story of Mankind," was chosen by an almost unanimous referendum vote of one thousand children's librarians of the United States and Canada.

Twenty-five Books for a One-Room School

The following books were those chosen for children in grades one to eight:

Little Women—*Louisa M. Alcott*
 Alice's Adventures in Wonderland and Through
 the Looking Glass—*Lewis Carroll*
 Robinson Crusoe—*Defoe*
 Tom Sawyer—*Mark Twain*
 Treasure Island—*Stevenson*
 Boys' Life of Abraham Lincoln—*Nicolay*
 Jungle Book—*Kipling*
 Fairy Tales—*Andersen*
 Aesop's Fables
 Merry Adventures of Robin Hood—*Pyle*
 Child's Garden of Verses—*Stevenson*
 Tales from Shakespeare—*Lamb*
 Arabian Nights
 Boys' King Arthur—*Malory*
 Story of Mankind—*Van Loon*
 Rebecca of Sunnybrook Farm—*Wiggin*
 Home book of verse for young folks—*Stevenson*
 Christmas Carol—*Dickens*
 Rip Van Winkle—*Irving*
 Mother Goose
 Hans Brinker—*Dodge*
 Boys' Life of Theodore Roosevelt—*Hagedorn*
 Wonderbook—*Hawthorne*
 Wild Animals I Have Known—*Seton*
 Heidi—*Spyri*

The Twelfth Conference of the National Federation of Settlements

At this conference, held at East Aurora, N. Y., on September 8th, 9th and 10th, one hundred and forty delegates were present to discuss the problem attendant upon settlement work, eighty coming from 31 settlements in the mid-west.

In addition to the three departments of girls' work, boys' work and music in the Federation, authorization was secured to establish two new departments—dramatics and pageantry and art. The Federation has during the past year sponsored seven institutes in various cities and maintained one regional secretary to visit and advise with the mid-western settlements.

The development of music schools in connection with the settlements aroused much interest at the conference. This form of activity, it was shown, comes nearer to paying for the service used than any other settlement activity. Regular classes are held in connection with the music

schools and usually individual instruction given, the participants paying according to the number of lessons taken. The fees charged for half-hour lessons run from five to twenty-five cents in the various schools. In the neighborhood music school of New York City the children are given six months training in rhythmic dancing and ear training before they are allowed to touch an instrument. The members of the music school settlements are not necessarily members of the settlements themselves although the music school settlements are often operated in cooperation with the settlement. Interesting developments in vocational guidance in music were presented. Psychological tests were demonstrated through the use of which it was possible actually to chart the musical talent of individuals. The first music school settlement was started in Chicago in 1892 and the second in New York in 1894.

A discussion of the value of the community chest as it concerned settlements brought out the feeling that under this plan the settlements usually had more money but their freedom of policy and program was often reduced.

Interesting facts were given regarding the boys' work done by the settlements. A large proportion of the boys' groups reported self-government through boys' councils. Dues ranged from five cents a year to fifty cents a month. Workers were secured largely from universities and trained chiefly through personal interviews and conferences. It was stated that some of the universities now gave credit for work done in settlements by the students during the summer. Volunteer workers were often developed from the membership of the club itself, the leaders for the younger groups taken from the older.

A discussion of the plan of girls' work for the coming year brought out the suggestion that girls and boys should be brought together at an early age in group games. Intelligent continuing enthusiasm which made children forget themselves in play was more important than superficial gaiety in a leader. It was felt that manual work was valuable for boys and girls but that it was advisable to get as much of the art idea into this work as possible. There was danger in that too much supervision was apt to destroy the initiative of the child. The development of music, dramatics and art among girls was to be especially commended.

Housing was another problem that was considered at the conference. Mr. Andrew J.

Thomas, a New York architect and a strong advocate of cooperative housing, gave an illustrated lecture on tenements and cooperation, showing his plan to increase the amount of open space and decrease the actual amount of area builded upon in connection with any building operation. A resolution was passed by the conference urging the importance of constructive legislation in solving the housing problem.

The International Conference of Settlement Workers held in London was reported by Dr. Elliott and Mr. Bellamy, who stated that it was generally agreed at this conference that more progress had been made in settlement work by the United States than by any other country. More young people were turning each year from business to social and educational work and Dr. Elliott felt that the settlement method was the method which could best bring peace to the world.

Social Dancing in a Recreation System

At the convention of the American Institute of Park Executives and the American Park System held in August some time was devoted to a discussion of social dancing in connection with a recreation system. Mr. E. W. Johnson, Superintendent of Playgrounds and Public Recreation of St. Paul, as a result of information gained from a questionnaire on dancing sent a number of the largest recreation systems in the country, reported the general experience to be that the supervision of dancing was exceedingly difficult. So great are the difficulties that a number of cities are about to abandon the idea of municipal dancing.

In the course of his paper Mr. Johnson brought out the thought that music at all dances should be the very best obtainable and that the supervision of dancing is a problem requiring tact and diplomacy, in the solution of which much can be done through suggestion and example rather than through correction from the floor which will draw the attention of other dancers. As a third requirement for good dancing Mr. Johnson pointed out the need for creating sociability.

In the city of St. Paul in the recreation centers where dances are conducted every Saturday evening positions adopted by the American National Association of Masters of Dancing are used. When any flagrant cases of bad positions

are observed on the dancing floor, the attention of the dancers is quietly directed to the illustrations of correct positions which appear framed on the wall. It is necessary to have as a part of the plan of supervision not only a policeman within beckoning distance of the supervisor, but someone in charge who dances a great deal, who is dignified and who can teach grace and poise in dancing. It is not suggested for the supervisor to make a correction on the dancing floor unless he is able to show something better.

Mr. Johnson stated that he was not in favor of any municipal dances where the entire city would feel at liberty to come. He believes in conducting social dances in communities where there are community representatives with more or less pride in the community and where the people who come together meet each other frequently. At the dances in St. Paul the arrangements and hours are made by the group deciding to have the dances, and music and refreshments are provided by the committee.

In Mr. Johnson's estimation social dancing which meets the three requirements of good music, careful supervision, and sociability is an asset to a recreation system because it takes care of the people who do not generally participate in athletics or other forms of recreation.

American Country Life Association to Hold Congress

The American Country Life Association is holding its fifth annual conference at Columbia University in New York City on November ninth, tenth, eleventh and twelfth. The program of the conference contains much that will be helpful to men and women engaged in organizing recreation for rural communities. Of special interest to readers of *The Playground* will be the addresses and discussions planned for November eleventh. Following is a list of the lectures planned for that day:

Educational Needs and Resources of the American Country Woman

Educating the Country Community to Appreciate the Values of Health and Sanitation, S. J. Crumbine, Topeka, Kansas.

Social Service as a means of Educating the Country Community to Appreciate Social Values
Educational Values of Democratic Community

Organization, R. E. Hieronymous, University of Illinois.

Educational Value of Community Drama

Educating the Country Community to Realize the Values of Play and Recreation, C. W. Powlison, National Child Welfare Association.

Present Status of Rural Community Organization, Walter Burr, Kansas Agricultural College

Progress in the Study of Rural Social Problems, C. J. Galpin, Washington, D. C.

Educational Function of the Rural Church, Paul L. Vogt, Philadelphia.

Ethical Training through the Church School, Rolvix Harlan, Philadelphia.

Games with Music For Social Recreation Programs

ROBERTA WINANS

When grown-ups assemble in a community center, a school building, a church parlor, or some such place for an evening of social recreation, one of the most popular features of the program is always the rhythmic game. A successful leader of such a group knows that the games selected must be simple enough to be real recreation and not a "lesson." For this reason many of the folk dances are not satisfactory for some groups. Even so simple a thing as a polka step proves difficult for those who do not have good powers of coordination and may discourage those whom we are most anxious to have participate.

The appeal of the partly familiar is strong and new steps and figures are easier to learn if the words and music are already known. The following games have been used over and over with groups of all sorts. One leader has used *Swinging in the Swing* with equal success at a party of hilarious young men and women in a factory, and at an Old Ladies' Home, where rheumatism was forgotten under the spell of the rhythm.

A good accompanist, one who will enter into the spirit of the activities, is invaluable. If the crowd is large a drum accompaniment may be added to the piano to give volume. If the music is of the right sort the Grand March makes everyone want to take part and will start them on the road to a good time. With the numerous fancy figures it can be used as a special feature

of the program and it can also be used to advantage in getting the people upon the floor in formation for the other games.

When marching in couples, the man should be on the left of his partner, and in circle formation the usual "line of direction" is counter-clockwise, with the man to the left of his partner and on the inner side of the circle.

HOWDY

Music copyright 1918 by Sam Fox Pub. Co., Cleveland, O. Obtainable at any sheet music store.

Howdy do, Hen, howdy do, Jen,
Howdy do, ladies all, howdy do, gentlemen;
Howdy do, Bill, howdy do, Lil,
Howdy do, neighbors all, howdy do.

The grand march is terminated by forming the crowd into two circles, one inside the other and facing out, the other facing in. The outside circle stands still and as all sing the inside circle moves one person to the left on each "Howdy," with a hearty handshake each time. At the close of the chorus the music stops for a minute while the persons opposite each other introduce themselves and become acquainted. When the music starts again the singing and rotating continue.

PACK UP YOUR TROUBLES

The sheet music for this may be easily obtained or any lively marching song used instead.

Arrange the group in two circles, one of men and one of girls, the larger one inside. They march in opposite directions until the whistle blows. The girls keep on, but the men reverse to march in the same direction as the girls, each trying to get a partner. Those left over go to the center and the others keep on marching around in couples. When the whistle blows again the men reverse and the extra ones get into line. The girls always march the same way, but the men change their direction on each whistle. Either may rush for a partner. The music is continuous.

YANKEE DOODLE

Words and music in *One Hundred and One Best Songs*, published by the Cable Co., 1100 Cable Building, Chicago, Ill. Price 10 cents.

Couples march around in a large circle during the singing of the verse.

Chorus: Partners join hands and take four slides in the direction they were marching and four slides back. Turn partner around with six walking or skipping steps, and inside partner advances one player. Repeat from the beginning with new partner.

WE WON'T GO HOME UNTIL MORNING

Tune: "For He's A Jolly Good Fellow" in *Twice 55 Community Songs*, published by C. C. Birchard Co., Boston, Mass., complete edition 75 cents.

We won't go home until morning (sung three times)

Till daylight doth appear.

We won't go home until morning (sung three times)

Chorus:

Till daylight doth appear.

Till daylight doth appear (sung twice)

We won't go home until morning.

Till daylight doth appear.

The verse is played twice, then the chorus. Form two parallel lines, facing each other and about six feet apart, partners opposite. Hands clasped along the lines.

1. Three walking steps forward and bow to partner.

2. Three walking steps backward and bow.

3. Lines marching, cross over, exchanging places in the following manner: those of the right line hold their hands high while those of the left line drop their hands and pass under the others, passing to partner's right. This is done in seven short steps, on count 8 facing about and bowing, standing in partner's place.

4. Repeat 1, 2, and 3, returning to own place.

Chorus: 1. Clap hands three times and pause.

2. Repeat.

3. Clasping both hands of partner, all slide down center 4 counts and 4 counts back.

4. Swing partner 4 counts, return to place and bow.

JINGLE BELLS

Words and music in *Most Popular College Songs*.

Circle of couples with hands joined skating fashion. During the first half of the verse slide forward around the room, four slides left, four right, etc. On second half of the verse partners face each other, keeping both hands joined, and slide sideward around the room. Chorus:

(Continued on page 386)

Progressive Game Party

J. R. BATCHELOR

Formerly Superintendent of Recreation, Duluth, Minn.

A number of recreation departments have found it is very helpful to assemble some kind of equipment which will be available for the use of community groups. Duluth for three years has provided for the equipment of parties in churches, schools, and even in homes. The plan has worked very successfully and has proved exceedingly popular.

It is important, to have a leader at each game to explain it so that no time may be lost. All games are point games.

SCORE CARD

Cards about three inches long and two inches wide should be numbered from one and going as high as there are games scheduled. Each person coming to the party is given one of these score cards on which space is reserved for the name of the player. Four or six participants take part in each game and at a signal the games begin. At the end of ten or twelve minutes a whistle is blown and all advance to the next game. Those in group No. 1 go to No. 2, No. 2 to No. 3, and so on. Those at the last table advance to table No. 1. When a whistle is blown each player puts on his card his score for that game opposite the number of the game which he played.

THE GAMES

Many games may be found in the Toy Departments of stores. A few of those which may be used follow:

1. *Dart Game*—Target and number manufactured by the Apex Mfg. Co., Norristown, Pennsylvania.

2. *Ring Toss*

3. *Dominos*— Play multiple of five games or give total count of each play as played.

4. *Bean Bags*. The holes in the board are numbered 5-10-15 and up.

5. *Ball-in-Hole*. For this there should be a canvas four feet square with nine pockets, the opening of each pocket being four inches in diameter. Tennis balls are thrown into pockets, which are numbered 5-10-15, as in bean bags.

6. *Indoor Horseshoes*. Instead of throwing at a peg, circles are drawn with chalk on the floor,

the first circle being six inches in diameter, the second twelve, the third eighteen. Rubber horseshoes are thrown into the circles from a distance of fifteen feet. The circles are numbered as follows: Outside 10, next 15, inside 25. If the shoe lands in the circle marked 10, player is credited with ten counts on his score. Each person throws all four shoes.

7. *Clock Golf*. A circle is drawn round the outside edge of an old 9-12 rug. This circle is numbered from one to twelve like a clock. An indoor golf pocket is placed one foot from the center of the circle. The game is played with a putter and golf ball. Starting at one o'clock the ball is put in pocket from each number. Five points are given for each hole made in one stroke from each number. One trial is allowed from each hour.

8. *Tiddleywinks*. This game may be played in three or four different ways, reference to which are found in the rules accompanying the game.

9. *Ring a Peg*. A tripod is placed back of a board five feet high and one foot wide. Nails scattered six inches apart are driven into the board. From a distance of eight feet six mason jar rubber rings are thrown at the nails. Each ringer counts ten points.

10. *Deck Shuffle Board*. A diagram is drawn four feet by two feet, with a half circle at each end and bisected by line in center. Each space is numbered five to fifteen. Four wooden discs are secured four inches in diameter. A broom handle with a small paddle on the end is also a necessary part of the equipment. The discs are placed on the floor fifteen feet from the diagram and the game consists of pushing the discs with a stick trying to slide them on the point numbers. The number that they hit represents the score with which the player may be credited.

11. *Ball Roll*. Figures are drawn on the floor as in the horseshoe game described, two additional circles being made. Three picnic balls are rolled a distance of fifteen feet into the circle.

12. *Chancit*. This may be bought in any toy store, as may Crokinole. These will both be popular games.

Any other simple games may be added, the only requirement being that they shall be point games.

After the game has been finished the players total their scores and the winning man and the winning woman are given a small ludicrous ten cent store prize or are asked to lead the march into the room where refreshments are served.



A MOMENT OF PLAY BETWEEN SESSIONS OF THE CONGRESS
Gustavus T. Kirby, Mrs. Thomas A. Edison, Scott Radeker, Mrs. H. S. Braucher,
Joseph Lee, Mrs. Francis de Lacey Hyde, Howard S. Braucher,
and Elizabeth Burchenal

Home Play VI

EDNA G. MEEKER AND CHARLES H. ENGLISH

WHEN GRANDMOTHER COMES TO TOWN

(As told by Helen)

When Grandmother Brown comes to see us there is great rejoicing and we realize that while the "times" are better than they used to be, the "good old times" held heaps of fun for grandmother and her generation of young people.

She is the most adaptable person in the world and always has something to suggest when one of the children says, "What shall I do?" She will entertain Dick by the hour listening to him tell about his Boy Scout camping trips and telling him how grandpa and her brothers used to trap and live out in the open when they were boys in Vermont. One thing which Dick immediately adapted to our home conditions in this Middle West city was the "waxing" of maple syrup. Grandma told of the tapping of maple trees for sap and of its being boiled down for syrup and then boiled still further until a bit of it would make a soft ball when tried in cold water. At this point the syrup was poured into a little trough made in the snow round a little mound and soon it was like wax "chewy and pully." Dick remembered too that she said one could always eat twice as much if he ate sour pickles at the same time. Dick's practical application was that of "tapping" the maple syrup can, boiling a quantity of the liquid and pouring it over some shaved ice.

TONGUE TWISTERS

One night we got Grandma started on "tongue twisters" and I wrote them down in shorthand so that I might copy them for the children to learn. Some of the rest of us had others to offer so our joint efforts made the following:

"How much wood could a woodchuck chuck, if a woodchuck could chuck wood? He'd chuck as much wood as a woodchuck could, if a woodchuck could chuck wood."

"Did you say, or did you not say, what I said you said? Because, 'tis said you said what I said you said. Now if you say that you did not say what I said you said, what did you say?"

The Bostonian's version of "Twinkle, twinkle, little star"—

"Scintillate, scintillate, globule vivific,
Wonderingly contemplated by men scientific.
Elevated and poised in the ether capacious,
Resembling a coruscant gem carbonaceous."

A "polite" way of telling someone to leave the room,— "Elevate your Golgotha to the summit of your paracranium and permit me to introduce to your ocular demonstration an important piece of scientific mechanism which forms the egress portion of this apartment."

Story of two men, driving buggies from opposite directions meeting on the road. (In repeating the following say the first sentence slowly and the rest as rapidly as possible.)—"As I was going to Cranbury Ferry I met a man. 'Where are you going?' says he; 'For snuff,' says I; 'For whom?' says he; 'For mother,' says I; 'Cluck,' says he (to his horse); 'Cluck,' says I, meet you by and by,' "

Peggy was interested in taking a word like "PREFACE" and using the letters as initials for a sentence of words—first forward and then backward,— "Peter Reilly eats fish and catches eels—Eels catch alligators, fish eat raw potatoes."

We tried saying these sentences and rhymes very fast:

"Three gray geese on three green hills.
Gray were the geese and green were the hills."

"She sells sea shells by the seashore."

"Robert Rowley rolled a round ball round."

"Amidst the mists with angry boasts
He thrusts his fists against the posts
And still insists he sees the ghosts."

"The cat ran up the roof of the house with a raw lump of liver in her mouth."

"Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked.
If Peter Piper pickled a peck of pickled peppers,

Where is the peck of pickled peppers Peter Piper picked."

PUZZLES

Another evening Grandma got us started on

various kinds of puzzles and even if some of us had heard them before, we enjoyed hearing the rest try to solve them. As usual, I used my shorthand to keep up the history of our family good times together. This is the result:

A certain room has eight corners. In every corner sits a cat, on each cat's tail sits a cat and before each cat is a cat. How many cats in the room? (Answer—8 cats).

Blind beggar had a brother; blind beggar's brother died; what relation was blind beggar to the brother who died? (Answer—Sister).

Sisters and brothers have I none but that man's father (looking at a portrait) is my father's son. (Answer—Portrait of himself).

When a woman was asked how many ducks she had she replied, "As they all ran down the path I saw there was a duck in front of two ducks, a duck behind two ducks, and a duck between two ducks." How many ducks were there?" (Answer—3 ducks, one after the other.)

A man with some corn, a fox and a goose finds it necessary to cross a river and he is not willing to leave any of these possessions behind and yet his boat is only large enough to carry one at a time. The man knows that if he takes the corn first the fox will eat the goose, and that if he takes the fox first the goose will eat the corn. What is he to do? Answer—First take the goose over, next the fox, then take the goose back and leave him until he has taken the corn over, then go back for the goose.

PICTURE LETTERS

Like many children Peggy dislikes to write letters but when Grandma said she would help her write a *picture letter* to Uncle Billy the child felt her play time was being extended. Grandma explained that they would substitute a picture whenever possible for a word or a part of a word; e. g., a picture of an eye would represent the word "I"; a sketch of an inn would stand for "in" and for "brush" one might make a letter B and then follow it with several little people running. Grandma said she knew one small child who drew a boy under a tree with an apple on his head, and a man with bow and arrow aiming at the apple, thus picturing "William Tell" to represent the word "tell."

Peep-boxes are what Grandmother calls the toy she taught Peggy to make. She first cut two small round holes in one end of a shoe box and, after arranging a pretty scene inside

the box, much as one would "set" a stage, she pasted a piece of colored tissue paper over the top to give the desired lighting effect. The proud owner then passed the box very carefully around so that we all might "peep." Green crepe paper had been used for lawns, brown for paths, twigs set in small covered spools made excellent trees; children and a dog and a kitten—cut from magazine pictures with paper props pasted behind them—made a natural looking foreground, while the background was just a magazine picture of a mouse pasted to the far end of the shoe-box. Peg plans to make many more, with her girl friends, and says her next one is to be a child's playroom, and that then she is going to make a scene from "Robinson Crusoe" and give it to Bob.

Gifts from Grandmother to us children always keep us busy either with our hands or with our brains. They have been such games as Authors, checkers, dominoes, all kinds of sewing for Peggy and myself, scroll saw and carpenter tools for the boys, croquet, tennis rackets and balls, ring toss for indoor and quoits for outdoors, many small puzzles and countless other things that always gave us *something to do*.

Wool Dolls which Grandma taught Peggy to make gave her something that was fun to do and also provided her with a new "race" of dolls for her doll house. They are made by winding worsted straight thirty times round a piece of cardboard three and one-half inches wide. Before taking it off run a piece of the worsted under the folds at the top and tie it securely. Slip it off and tie another piece of the wool round it about one-half inch from the top. This makes the head and neck. Next separate five double strands from each side for the arms, cut them off to the proper length and tie them together to make wrists and hands. Another piece wrapped and tied about the rest of the loops will make the body and waist and leave a full skirt. With a needle and darning cotton or fine yarn take a few stitches to represent eyes, nose, and mouth. If a boy or man is desired it is only necessary to divide the wool from the waist down and tie it as was done in making the arms and hands. A baby may be had by making a doll of twenty folds of worsted wound over a cardboard two and a half inches wide and omitting the waist line.

New Year's Evening—Grandmother always spends the Christmas holidays with us and

remains over New Year's day. Several years ago she started a custom that she said her family had always observed. She was surprised Dad had not begun it in his home but he said he was waiting for the children to get old enough to write. "Write what?" I hear you say. Well it's this: Each member of the New Year's party group is supposed, in the evening, to sit down after supper and write a letter, seal it, and hand it to mother to be put away to be read the following New Year's evening. Now that we have done it more than once we always have a group of letters to be read and they are opened and read by father before we write our next year's letters.

On New Year's evening also we each tell the best thing that has happened to us during the year, the happiest moment we have had, and the most interesting thing accomplished. Then father always adds, "A good general never tells what he is going to do' but we, each one, will just take a 'forward look' and write down or even just think of some of the things we would *like* to do and to be during this new year.

Father and mother decided that the family was not getting enough out of the many hours spent at table each week, and that there should be more observation work. Naturally we talk about current events and books and hosts of other things in which we are interested, but there was a hurrah of approval when father announced that he was planning to take the two boys and as many of their friends who wanted to go, to the big shirt factory to see just how shirts were made. Peg had such a "little orphan Annie" expression that father quickly said, "and I am going to have Peggy for my particular guest." He also explained that he would try to take the group to some industry at least once a month.

When our "factory visitors" returned there was much to tell mother and me and I heard father say to mother that he wanted to arouse in the children a big appreciation of the value of work, of the dignity of it and the respect due all workers: also that he wanted his children to realize that the same spirit of joy that is taken into play should be taken into one's daily tasks, and that this was possible even in the most routine work if the worker only realized that even his little part was necessary in the world's work and reached out to countless peoples.

The day after we were surprised when, after dinner, before leaving the table, mother produced pencils and paper and told father, the boys and

Peggy that they would be allowed fifteen minutes to write statements of facts and impressions regarding the shirt factory. I wrote for little sister at her dictation. The reward for the best list, age of the writer being taken into account, was the privilege of choosing the next factory to be visited.

When the papers were collected and passed out again and each one read aloud there was much merriment. Dick, reading Bob's statement that many of the shirts manufactured were used by the natives in Central Africa, remarked, "Yes, if the monkeys don't get them first." Bob retorted, "Well, yes, I do believe Dick has one on now." So we had fun and learned something at the same time.

Father and mother have the idea that these trips will help the boys to know what kind of business they want to go into later and the others may enjoy playing some of the things they see the people do in the factories. Father is going to arrange also to have the children and their friends visit the various city and county offices and institutions that they may understand better how the city and county are governed.



BEFORE—for a long time this goat held sway as the only occupant of this field in Charleston, West Virginia.



AND AFTER—Since the goat was disposed and the field was turned into a playground, these boys and a good many more of the same cheerful variety have been in possession. (Notice the "before and after" expressions.)

Neighborhood Civic Associations

It is with a sense of exceptional help derived from our Neighborhood Civic Association that I feel justified in taking the time and space for a few remarks on our local achievements through the cooperation of our neighborhood organizations.

In this large industrial town where the idea of spending municipal funds for recreations is an entirely new experiment and to some an extravagant expenditure, the appropriation secured (\$6,000.00) was inadequate to put over a year around program including the purchasing and installment of equipment, necessary to put the Department of Recreation on the city map. Folks want to see results before they are convinced something new is good.

The play leaders were sent to the chosen districts to demonstrate the right form of recreation; after some propaganda had been aroused in favor of a recreation center, a special program, including community sing, demonstration of games, was conducted in the chosen district where a Neighborhood Civic Association was needed. Usually a member of the Recreation Board addressed the meeting after the entertainment, explaining the Department of Recreation in the city. This was followed by the Superintendent of Recreation introducing the neighborhood organization as a part of the city plan for social insurance. In most cases a few leaders were familiar with the proposed plan and an organization was effected at once. In other cases we held second public meetings for the purpose of organizing. These meetings were held in public parks.

The first season the Recreation Superintendent succeeded in getting three districts organized. These centers became well known by their activities during the winter and by their improvements at the recreation centers (which they made possible through the labor and financial support in the neighborhood). Soon other districts, where little interest was previously shown, began inquiring and asking the Superintendent to organize them into Neighborhood Civic Associations. The second season all our recreation centers were supported by a Neighborhood Civic Association.

These associations assisted in all neighborhood programs, conducted block parties with little assistance, and helped to elevate the general conduct of the community centers.

—From York, Pennsylvania, Report.



Kiwanis Club at Lewiston, Me., installing apparatus in a lot loaned for playground purposes.

Games with Music for Social Recreation Programs

(Continued from page 381)

Partners standing facing each other, clap three times and pause; clap three and pause; clap five. Partners join crossed hands and skip around each other. Repeat chorus, and this time man advances one partner.

THE BEAR WENT OVER THE MOUNTAIN

Music "For He's a Jolly Good Fellow," in *Twice 55 Community Songs*.

The bear went over the mountain (sung three times)

To see what he could see.

Chorus: To see what he could see (sung twice)

But the other side of the mountain (sung three times)

Was all that he could see.

Players in lengthwise sets of four couples. First and fourth are "outside," second and third "inside" couples.

1. First and second couples and third and fourth couples join right hands across and wheel with 8 walking steps.

2. Join left hands and return.

Chorus: 1. Outside couples join both hands with partners and take three slides away from others.

2. Inside couples take three slides away from each other.

3. Outside couples join hands, pass over inside couples and stand.

4. Inside couples pass over outside couples, bringing group back to its original place.

5. Head couple slides down to foot.



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SYRACUSE, N. Y.

Community Service in 1647

(Continued from page 371)

every hamlet along the Hudson, bringing good will and good humor. Peter saw to it that these rural communities were amply provided with fiddlers.

And it was not alone in the rural communities that Peter instituted community recreation, for he was a man who practiced what he preached, and in New Amsterdam each Saturday afternoon was declared a holiday and the good burghers with their wives and families gathered on the green lawn of the Battery for merriment and recreation of one kind or another. Here the good Peter would take his seat under the spreading trees, smoke his long clay pipe, crack his joke, and forget the toils of the day.

Although this is not intended as an argument for the return of the days of Governor Stuyvesant, it may serve as a means of checking up on the transformation of less than three centuries. It is a recognition of the philosophy of Peter Stuyvesant, founder of Community Service in America, and the question is left with the reader as to whether a little more thought given to his

policies and the injection of a little more of the spirit of his day, would not be a good thing for all American communities, rural and urban, of the present day.

Motion Pictures and the Churches

(Continued from page 364)

and the New York State Motion Picture Commission. Several states passed substitute measures making it a misdemeanor to exhibit motion pictures that are obscene, indecent, or detrimental to the morals of the community. One of the most practical of these is that passed by the North Carolina legislature after an extended discussion of the whole subject. It provides that persons responsible for showing obscene or immoral motion pictures shall be guilty of a misdemeanor and punishable in the discretion of the court. Many states have similar laws which, if properly enforced, would no doubt go far toward dealing with the situation at which state censorship measures are aimed.



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Book Reviews

HELGA AND THE WHITE PEACOCK—a play in three acts for children from eight to ten years old by Cornelia Meigs.—Published by The Macmillan Company

A "workable" play—as the directors of the Poughkeepsie Community Theatre term it—suited to the ability of child actors and at the same time calculated to delight an audience of children. The story, dealing with the adventures of a little girl held prisoner in the dark home of the trolls by the spider woman until rescued by her brother with the help of the grey goose, the peacock, and the West Wind, presents a theme which all children love; affords opportunity for children of varied talents to take part; and permits scope for imagination and artistic ability in costuming and stage settings. It is also a play that children will enjoy reading. The appendix, describing in detail a production of the play by the Poughkeepsie Community Theatre, offers valuable help to others who may wish to give a simple but finished performance of the play.

THE USE OF THE STORY IN RELIGIOUS EDUCATION, by Margeret W. Eggleston. Published by George H. Doran Company

This book contains valuable suggestions in regard to the technique of storytelling and in regard to the force which well-chosen, well-told stories may be in the building of character. The following chapter titles give an idea of the practical help the book affords:—The Parts of a Story; Preparing a Story to Tell; Hindrances to the Success of the Story-teller; Telling Realistic Stories; Types of Stories Needed for Group Work; Telling Stories to Adults.

THE HISTORICAL PAGEANT IN THE RURAL COMMUNITY, by Abigail Fithian Halsey. Cornell University Extension Bulletin 54.

This pamphlet offers practical help and encouragement to rural communities desirous of making local history live through an historical pageant. The preparation of the pageant-book, the construction of the pageant story and of its historical episodes and the organization of committees are outlined. A sample story and episode from successful pageants are included, and there is a bibliography. The possibilities of the allegorical pageant for rural communities are discussed in an appendix. Photographs from the Cornell, Southampton and Tompkins County pageants illustrate the bulletin.

THE SKY MOVIES, by Gaylord Johnson. The Macmillan Company. Price, \$1.50.

Scientific facts about the earth, its place in the sky world, the sun; the moon, the planets and the stars clothed in fanciful story form. The illustrations and diagrams are particularly worthy of comment; for they are calculated to stick in the child's memory and to make the text live for him.

CRIME—ITS CAUSE AND TREATMENT by Clarence Darrow—Thomas Y. Crowell Company, New York—price \$2.50 net.

This book is the result of the experiences and reflections of more than forty years practice as a lawyer. It is a scientific discussion of the elements entering into the making of the different types of criminals and a plea for sane treatment of criminals. All prisons in Mr. Darrow's opinion, should be in the hands of experts—experts in medicine, experts in criminology, experts in biology, experts in psychology, and above all in the hands of the humane. There should be no motive of inflicting punishment in the treatment of criminals, only the motive of isolating the criminal from the rest of society and of fitting him to readjust himself to society; for the criminal, as defined by Mr. Darrow, in "one who from inherited defects or from great misfortune or especially hard circumstances is

not able to make the necessary adjustments to fit him to his environment."

Of special interest to readers of *THE PLAYGROUND* is the importance Mr. Darrow attaches to the early environment of the criminal. "The football, baseball, polo, or golf player," he says "very seldom becomes a robber or a burglar. Those who fall under this lure are mainly the denizens of the streets, the railroad yards, the vacant lots." It is a book calculated greatly to increase the reader's understanding of those who disobey the law—from the boy who commits petty thievery to the professional hold-up man.

IRRIGATION AND RELIGION. A study of religion and social conditions in two California counties by Edmund Des. and Mary V. Brunner. George H. Doran Company

The first of a series of surveys of religious and social conditions in typical country regions throughout the United States, made by the Committee on Social and Religious Surveys, with headquarters in New York City. In this book the authors present a study of the Protestant church in the two counties under consideration to see whether it is growing, dying, or standing still and whether it is adapting itself to the changing problems of the communities of this country. This and the forthcoming eight books of the series dealing with other sections of the country should be of help to all who are concerned themselves with community organization and healthy community life.

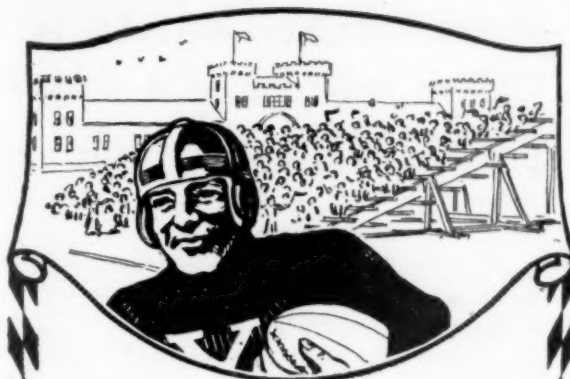
ORGANIZING THE COMMUNITY. By B. A. McClenahan, The Century Social Science Series, Published by The Century Co. Price \$1.75

A book which should be of interest to the social worker—whatever be his special field. In it the author analyzes community life as it exists today, especially in the small towns and in the rural sections. He sees community organization as the means of developing adequate social machinery to connect human needs with available resources." The community worker should be, according to his definition, an "effective social engineer" trained to "make use of all the community's available resources for all the people in the community." He describes the essential characteristics of a good organizer, takes up in detail the making of a social survey and methods of forming some of the different types of community organization outlining various plans which have been tried out. He stresses the importance of building from the bottom in all social work. "In order to make social service democratic," he says "the people must organize, control and finance it." He is convinced that "social problems are, in reality, one" and that all social work must be centralized. In addition to coordinating the work of private agencies, he would unite the work of public and private agencies. He suggests specifically, in this connection, that legal grants be made to boards of public welfare of functions, such as enforcement of school attendance laws, probation and parole work for juvenile police, and district courts, administration of poor relief, promotion supervision and conduct of recreational facilities. This book is of value both as a textbook in the subject for classes in universities and schools of social work and for individual reading and references.

THE MUNICIPALIZATION OF PLAY AND RECREATION—THE BEGINNINGS OF A NEW INSTITUTION. By Joseph Richard Fulk, P. H. D. Professor of Education, Teachers College, University of Florida

The manuscript of this book was prepared by Dr. Fulk in 1917 in partial fulfillment of the requirements for the degree of Ph. D at the University of Nebraska. It is a valuable study of the subject and deserves to be read by all workers in the recreation movement. Dr. Fulk recognizes the seriousness of the recreation problem as it exists today and states it very clearly. He analyzes the main elements of this problem as:

- Increased leisure for the majority of people,
- Commercial exploitation of leisure,
- Changes in home life and community life.



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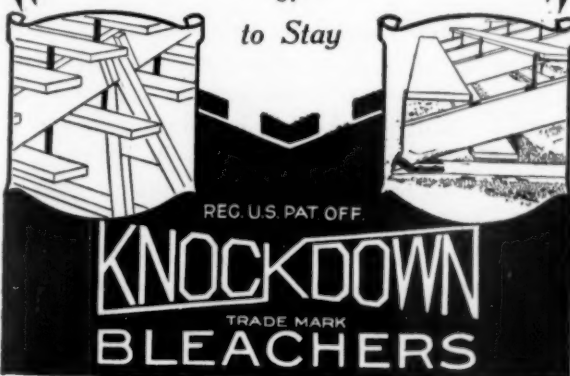
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- | | |
|---|---|
| 1. Plays fair at all times | Does not cheat |
| 2. Plays hard to the end | Does not quit. Is not "yellow" |
| 3. Keeps his head | Does not lose his temper, though wronged |
| | Does not play for money or other reward |
| 4. Plays for joy of playing and success of team | Does not play to grandstand |
| 5. Is a good team worker | Does not abuse his body |
| 6. Keeps training rules | Does not shirk |
| 7. Obeys orders of coach or captain | Does not neglect his studies |
| 8. Does his best in all school work | Does not bet—betting is not necessary to show loyalty |
| 9. Backs his team in every honest way but | Does not take any technical advantage |
| 10. Always gives his opponent a square deal | Treats visiting players as guests |
| 11. Is respectful to officials | Never blames officials for defect |
| Accepts adverse decisions graciously | Does not "crab." Does not "kick" |
| Expects officials to enforce rules | Does not complain |

WHEN HE LOSES

- | | |
|---|--|
| 12. Congratulates the winner. Gives his opponent full credit under most trying circumstances. Learns to correct his faults through his failures | Does not show his disappointment
Is not a "sorehead"
Does not "alibi"
Does not make excuses |
|---|--|

WHEN HE WINS

- | | |
|--|--|
| 13. Is generous. Is modest. Is considerate | Does not boast. Does not crow. Does not rub-it-in |
| 14. Is true to his highest ideals | Does nothing unworthy of a gentleman and a 100 per cent American |

AT ALL TIMES

*Taken from the Constitution and By-Laws of the New York State Association of Public High School Basketball Leagues

From the Journal of A. Farwell Bemis, President of the Bemis Bag Company, made during a journey around the world comes the following interesting information regarding some of the recreational activities in Japan for factory workers.

There are some very fine cotton mills in Japan;—finely conceived, finely built, and finely operated. Among the best might be cited the Hyogo plant of the Kanegafuchi Company. Not only is this one of the cleanest, most orderly of mills, but it would be my guess that it is manufacturing goods of the highest quality at close to the lowest costs. From figures given me by one of their managers (Mr. Fukuhara) their labor efficiency with respect to America would be forty or fifty per cent instead of twenty-five,—(as in the average Japanese mill)—certainly well above the general average. This company maintains extensive dormitories and dining-rooms, schools for the young men and girls specializing in subjects peculiar to the industry, also recreation grounds, theatre, gardens. They have an elaborate and extremely liberal plan of sick and death benefits,—so liberal in fact that there is great doubt if financially it will stand the test of time. This company is the life-work of one of the great men of modern Japan,—Sanji Muto. System and respect, liberality and happiness,—a truly spiritual atmosphere,—fully enshrouded the Hyogo mill. I never saw more deference and real respect paid by employees to any manager than was shown to Mr. Fukuhara who accompanied me through the mill.

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Book Reviews

"The city home cannot," in Dr. Fulk's opinion, "do the things the home used to do; the public school is burdened almost to the point of breaking by attempting to do everything that seems to be needed to be done; and municipal governments are being forced by social maladjustments to recognize and to provide for the care of public play and leisure." He studies in detail the methods of different cities in conducting public recreation. He inventories the public play and recreation facilities of forty-six small cities and villages of Nebraska and thereby shows that the public need and the public demand for recreation are almost as urgent in the smaller cities and towns as in the large cities. Dr. Fulk concludes his study by prophesying that the "municipalization of play and recreation seems to be the beginning of the formation of the institution of Recreation which promises to become in importance and universality comparable to public education."

ROADS TO CHILDHOOD, by Annie Carroll Moore. Published by George H. Doran Company.

An informal discussion of children's books written out of the author's experience as a pioneer in the work with children in our public libraries and as supervisor of the children's work of the New York Public Library. The book includes suggestions for vacation reading, two lists of books for children under ten—one "first books" and the other "later books," and a discussion of books for young people. Best of all, it communicates to the reader some of the author's real insight into child nature and child tastes and some of her power to discriminate between gold and dross in children's books. The alphabetical list of the authors and titles mentioned in the book is a useful feature.

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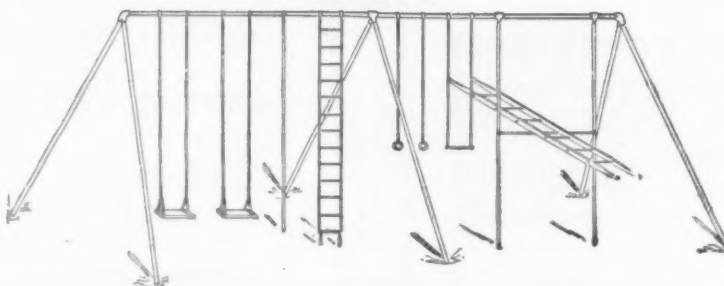
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